

*“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.”*

<b>Course</b>	<b>LEARNING TO TEACH; TEACHING TO DISCIPLE</b> CHED 0552 1S
<b>Date and Time</b>	MAY 17 – JUNE 24, 2022 SYNCHRONOUS ONLINE* (please see below)
<b>Instructor</b>	<b>YAU MAN SIEW, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 6750 Email: <a href="mailto:ysiew@tyndale.ca">ysiew@tyndale.ca</a>
<b>Class Information</b>	This course is designed to be synchronous online. Pre-recorded lectures are posted online for student access at their own time. Five livestream days (May 17, 20; June 14, 17; June 24) provide opportunities for lecture reviews, Q&A, and group discussions of readings (over Zoom). Students review lectures, complete readings, and complete 4 forums during asynchronous days.  Office Hours: May 20; June 17; June 24 (7:50-8:15pm)
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

\*NOTE: Class only meets livestream for five days (see below). Rest of the course will be delivered asynchronous online.

Tuesday, May 17, Livestream (6:30-7:45pm; 8:00-9:15pm, Modules #1-#2) & Friday, May 20, Livestream (6:30-7:45pm, Module #3).

Review key themes (10 mins), plenary Q&A on lectures (10 mins.), small group discussions on readings/lectures (45 mins.), plenary debrief from small group discussions (10 mins.)

Friday, May 27 – Friday, June 10, Asynchronous, Modules #4 - #8. Complete 4 forums.

Tuesday, June 14, Livestream (6:30-7:45pm; 8:00-9:15pm, Modules #9-#10) & Friday, June 17, Livestream (6:30-7:45pm, Module #11. Same format as May 17 & May 20.

Friday, June 24, Livestream, Module #12 (6:30-7:45pm). Review of learning journey and discussion.

## **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, baptizing ... and teaching them to obey everything I have commanded...." (Mt. 28:18-20, NRSV). Affirming this, Graham Cray 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."<sup>1</sup> 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 need.

## **II. LEARNING OUTCOMES**

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

1. Outline a biblical theology of Christian education, see its role in teaching and discipleship in the church, and understand some of its challenges today.
2. Develop greater self-awareness and development as "disciple" and "teacher" through reflections on a biblical understanding of "discipleship," readings in Christian education, and review of 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 as pastor and ministry leader to form, renew and transform persons and flourishing kingdom communities in light of the Gospel.

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

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.”

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource, 2015. This book is not available from any major book distributor in North America except the Tyndale Bookstore. Order this book early.

Edie, Fred P. and Mark A. Lamport. [\*Nurturing Faith: A Practical Theology for Educating Christians\*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2021. Tyndale Library has an eBook version (no purchase needed). You will read selected chapters.

Tye, Karen B. [\*Basics of Christian Education\*](#). Atlanta, GA: Chalice Press, 2000. Tyndale Library has a 2009 edition as an eBook, which can be used.

Palmer, Parker. [\*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life\*](#). 20<sup>th</sup> anniversary edition. Hoboken, NJ: John Wiley & Sons, 1998/2017. Tyndale Library has a 2012 edition as an eBook, which can be used.

Selected articles and book chapters (posted on the course page on [classes.tyndale.ca](http://classes.tyndale.ca))

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Fernando, Ajith. [\*Discipling in a Multicultural World\*](#). Wheaton, IL: Crossway Book, 2019.

Smith, James K. A. [\*You are What You Love\*](#). Brazos Press, 2016.

Seymour, Jack L. [\*Teaching the Way of Jesus: Educating Christians for Faithful Living\*](#). Nashville, TN: Abingdon Press, 2014.

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

Groome’s “shared Christian praxis” approach to teaching first appeared in *Christian Religious Education* (HarperSanFrancisco/Jossey-Bass, 1980/1999), which we will learn in this course. In this book he outlines his vision for 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 significant study of catechesis as a way of teaching and faith formation for the church.

Tyndale recommends [www.stepbible.org](http://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](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

Educational research affirms that maximum benefit in online learning happens when students take a personal responsibility to complete readings, pre-review lectures, engage actively in small groups and forum discussions. Students also contribute to a virtual learning community through collaboration, openness, mutual support. “Attendance in fully asynchronous online courses is demonstrated through regular log-ins and up-to-date participation in forums.” “Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course” (Seminary Academic Calender 2021-22, p.155).

#### **1. Group Discussions (15 % of grade)**

This assignment is related to learning outcomes #1, #2, #3.

Come to each livestream class having previewed lectures and read all assigned readings (use discussion questions provided as guides). Be prepared to engage in small group discussions, each person taking turns to lead each time. Poor attendance, arriving late, being unprepared, and under/over-contributing to discussions will negatively affect your grade.

Your grade for group discussions will follow this scale:

9–10 Exceptional! Demonstrated consistent attentive listening and active contribution to discussion. Always prepared and engaged readings, lectures.

8–8.5 Very Good. Demonstrated a fair amount of attentive listening and often actively contributed to discussion. Almost always prepared and engaged readings, lectures.

7–7.5 Satisfactory. Contributed to class discussions a fair amount and did not tend to dominate conversations nor remain too quiet. Preparedness was inconsistent and sometimes engaged readings, lectures.

6–6.5 Needs Improvement. Did not contribute to discussion to a satisfactory level and/or did not respect the views and voices of others, but showed some desire to improve. Inconsistent preparation and sometimes engaged readings, lectures.

≤5 Poor. Did not contribute to discussion at a satisfactory level and/or did not respect the views and voices of others, while demonstrating a lack of desire to improve. Consistent poor preparation and hardly engaged readings, lectures.<sup>2</sup>

## **2. Forum Posts & Responses (4 X 6.25 = 25 % of grade)**

This assignment is related to learning outcomes #1, #2, and #3.

Students will engage in 4 forum discussions on May 27, 31, June 7, 10. Two compound questions will be posted for each forum. Students will post their response by 6 PM on these 4 days, and respond to the posts of other students in their group by 6PM one day later. Your post should be about 250-300 words per question (total 550-600 words per forum). Each post should be concise, addressing the issues supported by referenced direct quotations (readings, lectures), demonstrate critical thinking (questions or issues sparked by ideas), and with one application to your context. Your response to fellow students would be briefer, with an affirmation (from your experience or readings) or a 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, and the penalty is one mark deduction for every hour late for that day. The total number of “late hours” will be recorded at the end of the course and your grade

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<sup>2</sup> Adapted from Dave Csinos, CHED /YMIN/ PAST 0596 (Spring-Summer 2022)

for the “forum assignment” would be reduced accordingly. Penalty for late work would be a reduction of 2/3 of a grade per 6 hours or part thereof (e.g. from A+ to A – or B to C+). If there is no post by 11:55 PM on any of the forum days, the student will receive a “zero” for that forum. If there are legitimate reasons for late posts (as stated in Seminary Academic Calendar 2021-22), the student is to email the instructor directly.

Evaluation criteria: see “Grading Rubric for Forum Discussions” (on [classes.tyndale.ca](https://classes.tyndale.ca)).

### **3. Reflection Papers on Tye & Palmer (2 X 12.5 = 25 % of final grade)**

This assignment is related to learning outcomes #1 and #3.

Write a reflection paper on what you judge to be the THREE most significant (major) themes in Tye and Palmer, with implications for your teaching/church context. There is one major theme in each chapter; your reflection should cover only three chapters in each book.

#### For Tye

- (a) Outline clearly the three most significant (major) themes and their supporting ideas, with direct referenced quotations.
- (b) Explain why these ideas are important to the teaching ministry and mission of the Church.
- (c) What insights, applications or questions do these major themes spark for you, as pastor and/or ministry leader at your church?

#### For Palmer

- (a) Outline clearly the three most significant (major) themes and their supporting ideas, with direct referenced quotations.
- (b) Explain why these ideas are important for you as a person who teach, mentor or influence others in church or other settings.
- (c) What insights, applications or questions about “teacher” and “teaching” do these ideas spark for you?

#### Due Date:

Tye reflection: Friday, June 3, 2022 (2-3 pages, single-spaced)

Palmer reflection: Friday, June 24, 2022 (2-3 pages, single-spaced)

Evaluation criteria: As above. References for these reflections only need to state the pages referenced at the end of the quotation (e.g. p. 23).

Note: I use the “review and track changes” feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Tyndale has an institutional license for MS Office 365, and all students can have a complimentary copy (contact IT). Please submit all your work in MS Word, with 12 font size (PDF acceptable, but Word is preferred).

#### **4. Major Project (35 %)**

##### Option A: Gifted Teacher

This assignment is related to learning outcomes #1 and #3.

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. A list of questions for this interview is posted on the course page on [classes.tyndale.ca](https://classes.tyndale.ca) and you should provide this to your interviewee a week ahead. If social distancing persists, a phone interview will suffice. A “statement of consent to participate in research interview” to be signed by the interviewee is posted on the course page on [classes.tyndale.ca](https://classes.tyndale.ca). This should be submitted along with this major project to the instructor.

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 direct referenced quotations from readings (Tye, Morgan, Palmer, articles discussed), lectures, as well as raising issues/questions that were not discussed by your interviewee. Conclude with implications for your development and growth as pastor or teacher in your faith community.

Note: Select the person you interview carefully. S/he should be experienced and recognized for their 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).

Length: 7-8 pages, single-spaced.

Due date: Friday, July 15, 2022

Evaluation criteria: Posted on the course page on [classes.tyndale.ca](https://classes.tyndale.ca). Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred, but PDF acceptable), with font size 12. An “A” piece of work should have at least 30 references.

##### Option B: My Growth as Disciple and Teacher-Mentor

This assignment is related to learning outcomes #2 and #3.

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

To prepare, draw a time line of your life and highlight critical moments where your discipleship to Jesus deepened significantly. What happened? What aspects of your life were challenged? How do these aspects relate to what you learned about discipleship in Morgan? What other aspects of discipleship has Morgan raised for deeper self-reflection and growth (include direct 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 pastor-teacher-mentor? How do these “teaching values” relate to what you learned about effective teachers and teaching in lectures and readings from Tye, Palmer, articles discussed?

Length: 7-8 pages, single-spaced

Due date: Friday, July 15, 2022

Evaluation criteria: Clear description of your development and growth as disciple and as pastor-teacher-mentor, with good engagement with Morgan, Tye, Palmer, Edie-Lamport, lectures and articles discussed. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred, but PDF acceptable), with font size 12. An “A” piece of work should have at least 25-30 references.

## 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:

Discussion forums: Individual posts & responses (4 X 6.25 %)	25 %
Small Group Discussions	15 %
Reflection papers Tye and Palmer (2 X 12.5 %)	25 %
Major Project	35 %
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted via the course page on [classes.tyndale.ca](https://classes.tyndale.ca) by 11:55PM on the due dates. Late assignments will be penalized, with the reduction of 1 mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred; PDF acceptable), with font size 12.



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”](#).

The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

### **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 ([aau@tyndale.ca](mailto:aau@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

This course is designed to be synchronous online. Pre-recorded lectures are posted online for student access at their own time. Five livestream days (May 17, 20; June 14, 17; June 24) provide opportunities for lecture reviews, Q&A, and group discussions of readings (over Zoom). Students review lectures, complete readings, and complete 4 forums during asynchronous days.

Modules	Topics	Readings for Discussion
May 17, Livestream* Day & Discussions (6:30-7:45pm; 8:00-9:15pm) View lectures for Modules #1, #2, and complete readings for class discussions		
#1 (6:30 – 7:30pm)	Introductions, Syllabus & Assignments Covenant, community & culture of learning Called by Jesus (Morgan 1)	Edie & Lamport (2021), 1-2 Morgan (2015), 1
#2 (7:45 – 8:45pm)	Whither Christian Education (CE)?	Farley (1985; 2005) Tye (2000/09), 1-2
May 20, Livestream Day & Discussion (6:30 – 7:45 pm). View lecture for Module #3, and complete readings for class discussion.		
#3	A Vision for CE & Discipleship	Robinson (2006) Siew (2021); Edie & Lamport (2021), 14
May 27, 31; June 3, 7, 10, Asynchronous. Modules #4 - #8 Video lectures for Modules #4 - #8 & complete four online forums		
#4 (May 27)	Person of Teacher and Teaching as Creative, Spiritual Act What is a Disciple? (Morgan, 2) Following Jesus Today (Morgan, 3)	Morgan (2015), 2-3 Nouwen (1971), chapter Martin (2006), 2-3 Palmer (2012/17), Intro. & 1 <u>Forum #1</u> (due May 27)

#5 (May 31)	Jesus, Master Teacher I Thomas Groome, Shared Christian Praxis Learning on the Hoof (Morgan 4) Plural of Disciple is Church (Morgan, 5)	Morgan (2015), 4-5 Groome (1980; 2018) <a href="#">Forum #2</a> (due May 31)
#6 (June 3)	David Kolb, Experiential learning & learning styles Jesus, Master Teacher II	Sung Hee Chang & Matthew Flooding, (2020), ch. 1 Ferdinando (2013)
#7 (June 7)	Movie on teaching (title provided later) Community with a Purpose (Morgan, 6) Take Up Your Cross (Morgan, 7)	Morgan (2015), 6-7 <a href="#">Forum #3</a> (due June 7)
#8 (June 10)	Jean Piaget, Theory of Cognitive Development Living in God's Story (Morgan, 8) Growing Together (Morgan, 9)	Woolfolk et al. (2016), p36- 49 Edie & Lamport (2021), 11 <a href="#">Forum #4</a> (due June 10)

June 14, Livestream Day & Discussions (6:30-7:45pm; 8:00-9:15pm)

View lectures for Modules #9, #10, and complete readings for class discussions

#9 (6:30 – 7:30pm)	Erik Erikson, Theory of Psychosocial Development	Woolfolk et al. (2016), p82- 93; Going (2009) Edie & Lamport (2021), 12
#10 (7:45 – 8:45pm)	Understanding the Adult Learner Growing Together (Morgan 9) A Curriculum Model for Adult Faith Formation	Summary of Vella (2000) Brookfield (2015), 12 Edie & Lamport (2021), 13

June 17, Livestream Day & Discussion (6:30 – 7:45pm)

View lectures for #11, and complete readings for class discussion.

#11	Preaching & Teaching	Rowe (1999) "Whole life peaching" (LICC.org, 2017) Krish Kandiah (2005)
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June 24, Livestream Day & Discussion (6:30 – 7:45pm)

Read “Review of Learning Journey” and come prepared to share.

#12                      Wrap up & Review of Learning Journey  
                                 Course evaluation

## 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](#).)

I have included some “older” texts because of their influence in the field.

### Children

2021. Holmes, Sarah E. “The Changing Nature of Ministry amongst Children and Families in the UK During the Covid-19 Pandemic,” *Christian Education Journal: Research on Educational Ministry* (online version), 1-18.

2020. Csinos, David M. *Little Theologians: Children, Culture and the Making of Theological Meaning* (McGill-Queen’s University Press)

2013. Csinos, David M and Ivy Beckwith. *Children’s Ministry in the Way of Jesus* (Downers Grove, IL: IVP)

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)

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

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)
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)

#### Inter-Generational Learning

2018. Allen, Holly Catterton, (ed.) *InterGenerate: Transforming Churches Through Intergenerational Ministry* (Abilene, TX: Abilene Christian University Press)
2012. Allen, Holly Chatterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: InterVarsityPress)
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).

#### Youth and Adult

2021. Brown, Megan G. "Youth Ministry & Crisis," *Christian Education Journal: Research on Educational Ministry* (online version), 1-14

2020. Dean, Kenda Creasy, Wesley W. Ellis, Justin Forbes and Abigail Visco Rusert. *Delighted: What Teenagers are Teaching the Church About Joy* (Grand Rapids, MI: William B. Eerdmans Pub. Co., 2020).
2017. Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. Second edition (San Francisco, CA: Jossey-Bass).
2015. Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 3<sup>rd</sup>. edition (San Francisco, CA: Jossey-Bass).
2013. Setran, David P. 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. Going, Nancy. "The Way of Jesus: Adolescent Development as Christological Process," *Lifelong Faith* (Winter 2009), pp. 3-13
2007. Edie, Fred P. *Book, Bath, Table, and Time: Christian Worship as Source and Resource for Youth Ministry* (Pilgrim Press)
2006. Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Zondervan).
2006. Merriam, Sharon B. and Rosemary S. Caffarella. *Learning in Adulthood, Second edition*. (Jossey Bass)
2004. LeFever, Marlene. [\*Creative Teaching Methods\*](#), 2<sup>nd</sup> 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).

#### 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

2021. Aleshire, Daniel O. *Beyond Profession: The Next Future of Theological Education* (Grand Rapids: Eerdmans).
2018. Miller, John P. *Love and Compassion: Exploring Their Role in Education* (University of Toronto Press).
2017. Palmer, Parker J. [\*The Courage to Teach\*](#), 20<sup>th</sup> edition (San Francisco, CA: Jossey-Bass).
2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning* (Langham Global Library).
2010. Palmer, Parker J and Arthur Zajonc, with Megan Scribner. *The Heart of Higher Education: A Call to Renewal* (San Francisco, CA: Jossey-Bass).
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).
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TYNDALE SEMINARY  
CHED 0522W LEARNING TO TEACH; TEACHING TO DISCIPLE  
INSTRUCTOR: DR. YAU MAN SIEW

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STATEMENT OF CONSENT TO PARTICIPATE IN RESEARCH INTERVIEW  
AS PART OF THE COURSE REQUIREMENTS

\*\*\*\*\*

I/We, \_\_\_\_\_ hereby give my/our  
consent to participate in the research interview carried out by \_\_\_\_\_  
(student) as part of the course requirements for skill development purposes only.

I/we recognize that anonymity and confidentiality will be respected and that any and all  
information provided will solely be used for the intended purpose of the assignment.

Signature(s) of Interviewee: \_\_\_\_\_

Date: \_\_\_\_\_

