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.

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.”

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 as “disciple” and “teacher” through reflections on a biblical understanding of “discipleship,” readings in Christian education, and the impact of past mentors in one’s life.
3. Acquire a working knowledge of some important educational theorists (especially Jesus’ model) for one’s practice and development as pastor (shepherd-teacher) and ministry leader.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


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://class.tyndale.ca), about 200 pages.

B. RECOMMENDED READING AND TOOLS

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

Mark Scandrette, *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. This book is filled with wonderful examples as well as exercises you can try with another person or together as a small group.

Jack Chalk, *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.


Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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](http://www.stepbible.org).

**C. ASSIGNMENTS AND GRADE**

1. **Readings & Small Group Discussion**

Attendance in class, participation in class/small group discussions and completion of assigned readings prior to class discussions are expected. Missing any portion of the class, unless due to illness or serious personal issues, is disruptive and would negatively impact learning. Please
also see specific policies regarding missing classes and impact on your grade (Academic Calendar).

Student participation in group discussion will be evaluated on a scale of 1 to 4:
1—Present, not disruptive (D)
2—Responds when called on but does not offer much; infrequent involvement; adequate preparation, but no evidence of interpretation or analysis (C)
3—Offers straightforward information; contributes moderately when called upon (B)
4—Good preparation; offers interpretation and analysis, contributes well to discussion in ongoing fashion (A)

While there is no specific grade percentage given to this, poor participation and incompletion of assigned readings for discussion can impact your overall grade (e.g. if you are “bother line,” you may fail). Similarly, good work here can boost your overall grade!

2. Presentation & Ministry Reflection on Morgan (25% of final grade)

Presentation (10% of grade)

You will be assigned a chapter from Morgan (2015). You will prepare a short presentation of the central “discipleship” theme in the chapter. In the first 7 minutes of the presentation, you will summarize the key points that are part of the central theme, and engage with Morgan, highlighting strengths and/or limitations.

For the second half of the presentation, you will briefly (7 minutes) outline how these insights have helped you reflect more deeply on your own discipleship to Jesus. You will end by providing 1-2 questions for class discussion (7 minutes).

A “schedule of presentations” would be provided at the second class, and depending on class enrollment, you may be work in a team with 2-3 colleagues. Presentations begin Oct. 2 (week #4).

Personal Ministry Reflection (15% of grade)

Select THREE major discipleship themes in Morgan (one from each chapter, include quotes) and reflect on how insights from these themes can enrich discipleship in your faith community.

Identify a specific ministry group you are associated with (e.g. children, your small group, youth, or young adults). Reflect on where you sense they are in relation to these three discipleship themes (from your observations, conversations). What are some questions or issues you want to raise? What are some ideas to explore to facilitate growth in discipleship among this group of brothers/sisters?
**Due date:** One week after presentation (see “schedule of presentations”)

**Length:** 2-3 pages, single-spaced

**Evaluation criteria:** Clear outline of three discipleship themes (with referenced quotes) and their importance; clear description of ministry group; relevance of questions/issues to your group; thoughtful application ideas.

### 3. Reflection Papers on Tye & Palmer (2 X 15% = 30% of final grade)

Write a personal reflection paper on what you judge to be the THREE most important (major) ideas in Tye and Palmer (one major idea from each chapter, with referenced citations; include quotes), with implications for your particular teaching/vocational context.

**For Tye**

(a) Outline clearly, what you discern to be the three most important (major) ideas (one from each chapter, with referenced quotes).

(b) Explain why these ideas are important to the teaching ministry in your context.

(c) What questions/issues/applications do these major ideas spark for you as pastor (shepherd-teacher) and/or ministry leader?

**For Palmer**

(a) Outline clearly, what you discern as the three most important (major) ideas (one from each chapter, with referenced quotes).

(b) Explain why these ideas are important for your development as a person who teach, mentor or influence others in church or other settings.

(c) What questions/issues/applications about “teacher” and “teaching” do these ideas spark for you?

**Due dates:** Tye (Oct. 15) & Palmer (Nov. 19)

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

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

**Evaluation criteria:** as above

Note: I use the “review and track changes” feature in MS Word to grade all papers and find it easier with single-spaced documents.

### 4. Major Project (45% of final grade, two options)

**Option A: Gifted Teacher**

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 guideline and selection of questions for this exercise would be provided by 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 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 (shepherd-teacher) or teacher in your faith community.

Note: Select your “gifted teacher” very 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” (instruction) and not “preaching” (proclamation).

Due date: Dec. 13
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 “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 relate to what you learned about discipleship in Morgan? What other aspects of discipleship has Morgan raised for deeper self-reflection and growth (include referenced citations/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 person-disciple, and shepherd-teacher-mentor? How do these “teaching values” relate to what you learned about effective teachers and teaching in lectures and readings (include referenced citations/quotations from Tye, Palmer, lectures, articles discussed)?

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

Due date: Dec. 13
Evaluation criteria: clear description of one’s development and growth as disciple and as shepherd-teacher-mentor, with good engagement and interaction with lectures and readings (with referenced quotations).
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflections on Tye &amp; Palmer (2 X 15 %)</td>
<td>30 %</td>
</tr>
<tr>
<td>Presentation of chapter from Morgan (Group)</td>
<td>10 %</td>
</tr>
<tr>
<td>Personal Ministry Reflection</td>
<td>15 %</td>
</tr>
<tr>
<td>Major Project</td>
<td>45 %</td>
</tr>
<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

F. GUIDELINES FOR THE SUBMISSION OF WRITTEN 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. Use of footnotes is encouraged.

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 resources.
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.

Research Ethics
All course-based assignments involving human participants requires ethical review and 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 AND REQUIRED READINGS

My intention in this introductory course is to expose you to a selection of important topics in Christian education. Thus, readings and class lectures may sometimes not overlap, but this allows me to broaden learning.

September
10  Course & requirements
    Covenant, Community & a Culture of Learning
    Called by Jesus (Morgan 1)
    Discussion: Morgan

    Siew (2006)
    Griffiths (2002)
    Morgan 1

17  Whither Christian Education?
    Discussion: Farley; Tye (Intro., 1-2)

    Farley (1985; 2005)
    Tye Intro., 1-2

24  A Vision for CE & Discipleship
    What is a Disciple? (Morgan 2)

    Robinson (2006)
    Morgan 2; Tye 3-4
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>October 1</td>
<td>Discuss: Person of Teacher and Teaching as Creative, Spiritual Act, Tye 5-6; TED talk, Palmer, Intro and 1, Morgan 3, Martin (2006), chs. 2-3, Following Jesus Today (Morgan 3), Discussion: Martin (2006); Palmer (Intro., 1); Morgan</td>
</tr>
<tr>
<td>8</td>
<td>Jesus Master Teacher I, Tye 7-8, Thomas Groome &amp; Shared Christian Praxis, Morgan 3, Following Jesus Today (Morgan 3), Nouwen (1971), Discuss: Nouwen (1971); Morgan</td>
</tr>
<tr>
<td>15</td>
<td>David Kolb, Experiential Learning Theory, Palmer 2, Jesus, Master Teacher II, Morgan 2, Learning on the Hoof (Morgan 4), Scandrette (2011), ch. 1, Due: Reflection on Tye, Discussion: Morgan; Scandrette (2011), ch. 1</td>
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<tr>
<td>22-25</td>
<td>Reading Days; NO CLASSES</td>
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<tr>
<td>29</td>
<td>Community meal &amp; Movie @ Siews, Palmer 3-4; Tye 7-8, Discussion: Movie</td>
</tr>
<tr>
<td>November 5</td>
<td>Jean Piaget, Theory of Cognitive Development and Imagination &amp; Story, Woolfolk et al. (2008), 27-42, The Plural of Disciple is Church (Morgan 5), Trousdale (2004), Morgan 5, Discuss: Trousdale (2004); Morgan</td>
</tr>
<tr>
<td>12</td>
<td>Erik Erikson &amp; youth identity, Palmer 5-7, Community with a Purpose (Morgan 6), Woolfolk et al. (2008), 61-75, Discussion: Going (2009); Morgan, Going (2009); Morgan 6</td>
</tr>
<tr>
<td>19</td>
<td>Understanding Adult Learners, Hess (summary Vella), Take Up Your Cross (Morgan 7), Morgan 7, Discuss: Hess (summary Vella); Morgan, Begin interview of “gifted teacher”, Due: Reflection on Palmer</td>
</tr>
<tr>
<td>26</td>
<td>Preaching &amp; Teaching, Rowe (1999); Kandiah (2015); Morgan 7, Discussion: Rowe (1999); Kandiah (2015); Morgan, Living in God’s Story (Morgan 8), Morgan 8</td>
</tr>
</tbody>
</table>
December 3
Wrap Up & Review of Learning Journey
Growing Together (Morgan 9)
Course evaluation

Morgan 9
Due: Major project (Dec. 13)

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)

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

Children


**Youth and Adult**


**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)


**Cross-Cultural Learning**


**Christian Higher Education**


Discipleship


Christian Education & Faith Formation in the Church


2004. Burgess, Harold W. *The Role of Teaching in Sustaining the Church* (Bristol House, Ltd.)


**Jesus as Teacher**


**Nonformal Education/Critical Pedagogy**

