

TAYLOR SEMINARY
CE 532 The Educational Task of the Church

Winter Semester 2012

3 credits

Online, Jan-April 2012

To develop Christ-minded leaders who make a difference in the world.

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COURSE DESCRIPTION:

This course involves the study of intentional education of the organized church. This will include developing a philosophy, mobilizing resources, and evaluating the results of educational agencies designed to meet the needs of a fellowship of believers.

COURSE OBJECTIVES:

After participation in the class sessions and completion of the course requirements, the student should have gained the following:

1. An understanding of the biblical and historical foundations of Christian Education.
2. The ability to theologically reflect on the educational ministries of the church.
3. An understanding of the teaching-learning process from a biblical basis.
4. An understanding of the development of lesson plans and its associated skills.
5. An understanding of the role of the family in Christian Education.
6. Insights in the development of Christian Education leadership.

TEXTBOOKS:

Anthony, Michael J. (ed.). *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids, MI: Baker Academic, 2001.

ARTICLES: Posted in advance before forum discussions and assignments.

Choose ONE book from the following recommended book list for the Book Review assignment.

Anthony, Michael J. (ed.). *Perspectives on Children's Spiritual Formation: Four Views*. Nashville, TN: B & H Academic, 2006.

Barna, George. *Transforming Children into Spiritual Champions*. Ventura, CA: Regal Books, 2003.

Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. El Cajon, CA: Youth Specialties, 2004.

Chapman, Kathleen. (2003). *Teaching Kids Authentic Worship: How to keep them close to God for Life*. Grand Rapids, MI: Baker Books.

Choun, Robert J. and Lawson, Michael S. (2002). *The Christian Educator's Handbook on Children's Ministry: Reaching and Teaching the Next Generation*. Grand Rapids, MI: Baker.

Dever, Mark & Alexander, Paul. (2005). *The Deliberate Church: Building Your Ministry on the Gospel*. Wheaton, IL: Crossway Books.

Hendricks, Howard. *Teaching to Change Lives: 7 Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 2003

Holmen, Mark. *Building Faith at Home*. Venture, CA: Regal Books, 2005.

Hunt, Josh. *Disciple-Making Teachers: How to Equip Adults for Growth and Action*. Loveland, CO: Group Publishing, 1998.

Hunt, Susan. (1998). *Heirs of the Covenant: Leaving a Legacy of Faith for the Next Generation*. Wheaton, Illinois: Crossway Books.

Jones, Timothy Paul (ed.). *Perspectives on Family Ministry: Three Views*. Nashville, TN: B & H Academic, 2009.

LeBar, Lois E. *Education that is Christian*. Wheaton, IL: Victor, 1989.

Miller, Sue & Staal, David. *Making Your Children's Ministry the Best Hour of Every Kid's Week*. Grand Rapids, MI: Zondervan, 2004.

Pazmino, Robert W. *By What Authority Do We Teach?* Grand Rapids, MI: Baker, 1994.

Polich, Laurie & Scandlyn, Charley. *Small Group Strategies: Ideas & Activities for Developing Spiritual Growth in Your Students*. El Cajon, CA: Youth Specialties, 2005.

Schulz, Thom & Joani. *Why Nobody Learns Much of Anything at Church & How to Fix it*. Loveland, CO: Group Publishing, 1996.

Senter, Mark. *Four Views of Youth Ministry and the Church: Inclusive Congregational, Preparatory, Missional, Strategic*. Grand Rapids, MI: Zondervan, 2001.

Required Resource: *Guide for Research and Writing (SBL Style)* 2003.

COURSE REQUIREMENTS:

A. Class Attendance and Participation

Participation is essential for all online discussions therefore will be graded. Each forum will highlight Biblical integration issues that are crucial for a well-rounded perspective in Christian Education. Students must post the responses to the appropriate forum and complete the associated assignments on time. Students should revise and edit their responses before posting it. Posts are received to be academic submissions. The responses should demonstrate the awareness and careful consideration of the content/issue, supported by material from the readings/research. Information about expectations and deadlines will be posted online.

As the instructor, I will often respond to posts, asking for clarification or alternative considerations. Students are expected to respond to the question/s.

Netiquette Note: As fellow brothers and sisters in Christ, the students and instructor are expected to interact in a manner that will give glory to God and promote an active learning experience. There may be disagreement with an interpretation of the material or a difference of opinion however students are expected to be respectful. Please be advised that as the instructor, I reserve the right to remove posts in which I regard as disrespectful. Removed posts will not receive marks.

B. Reading Assignments

Students are responsible to complete the reading assignments. Marks will be based on contributions to forum discussions as well as through the final exam.

- a. Forum component: students will be assigned chapters from Michael Anthony's *Introducing Christian Education: Foundations for the Twenty-first Century* and/or articles to read. The student will post his/her response according to the appropriate forum. In addition, each student will also be responsible to interact with another student's post at least once. Information about expectations and deadlines will be posted online.
- b. Examination component: the final exam will include questions based on the assigned readings. Online exams are not open-book or open-notes.

C. Observation Reports

Observe teaching sessions in the Christian Education department/Sunday School for two of the following age groups: preschool, children, youth, or adults. Be advised to receive permission from the pastor/teacher/parents before observing the classes.

Prepare a written observation report (2-3 pages) for each age group observed while considering the following elements:

- a) People: teacher & learner role, interaction, class size...
- b) Program: lesson content, delivery methods, use of materials and equipment...
- c) Place: community context, facilities, learning environment...
- d) Propose: strengths to build on and areas for improvement...

D. Curriculum Evaluation

The student will select a curriculum, evaluate and write a review (4-5 pages), considering the following elements:

- a) Doctrine
- b) Use of the Bible
- c) Salvation/Christian growth
- d) Teaching aims
- e) Teacher development
- f) Learning process
- g) Methodology
- h) Organization and presentation of material
 - i) Integration with the home

E. Book Review

Each student will choose & write a book review (4-5 pages) from the recommended book list (pp.1- 2). The written review is to be an analysis of the book (not a book report). Students will explore the following areas in their review:

- a) The thesis of the book (main point, 1 page or less)
- b) A brief summary of the major points of the book (1 page)
- c) Strengths and weakness of the authors' claims and arguments, OR/AND, the quality of the content (1-2 pages)
- d) Suggested audiences/use of the book, OR, evaluate the appropriateness for the intended audience (1 page or less)

F. Lesson Plan

Prepare a 30 to 60 minute lesson plan for the age group of your choice using the guidelines posted online. Lesson aims may be stated in terms of student response in the cognitive, affective and behavioural domains. Developmentally appropriate teaching/learning methods are to be used. Each student will post his/her lesson plan in order to receive peer and instructor input. Based on the feedback, students should modify the lesson where applicable. The revised lesson will be submitted to be graded.

G. Final Exam

The final examination questions will be based on principles and information gained through readings and interactions from discussions. Furthermore, students must be prepared to respond to questions that require integration of biblical knowledge and practice.

BREAKDOWN OF MARKS:

1. Online Participation & Reading Assignments	25%
2. Observation Reports	10%
3. Curriculum Evaluation	10%
4. Book Review	15%
5. Lesson Plan	15%
6. Final Exam	<u>25%</u>
	100%

POLICY ON LATE WORK:

All work is to be submitted as posted online. Any work turned in late will lose 5% per day. Assignments will not be accepted after one week past the due date.