

KNP3490HS/6490
Winter 2017

Theories of Contemporary Christian Education

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COURSE DESCRIPTION:

This course as a methodology course of Christian (Religious) education explores a brief history of and trends in Christian education up to modern times, and examines theories in different approaches of contemporary Christian education in the West. Students are expected to view and analyze a selected film with various angles of educational theories in mind, and then come up with an educational theory both appropriate and applicable to Christian religious education today.

COURSE OUTCOMES:

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

1. Identify influential Christian education theories (at least three theories) in the field today. (RH)
2. Describe historical development of Christian education. (RH)
3. Identify important current approaches to Christian education. (RH)
4. Describe structures of educational theory. (RH)
5. Identify one's own educational context. (CC)
6. Demonstrate skills of applying Christian education theories to one's own educational context. (CC and CM)
7. Demonstrate skills of analyzing educational theories from novels, films, and other relevant types of media (CC and CM)
8. Demonstrate spiritual maturity through reflections and discussions with others in class. (PSF)

COURSE REQUIREMENT and EVALUATION CRITERIA:

1. Active Class Participation: Students are expected to attend all class sessions and to have read assigned readings to contribute to class discussion. This is an advanced level seminar course, so your active participation is very important.
Evaluation Criteria: Active participation, constructive comments and questions to presentations, thoughtful insights that are respectful of others. (10%)

2. A Seminar Presentation: Choose A Christian (Religious) Education Theory from Approaches to Contemporary Christian Education: Analyze and evaluate its theory, applying education theory structure. Evaluation Criteria: Critical insights, accurate analysis and evaluation, clear thought, skills of application of education theory structure. (40%: 20% from peers, 20% from professor) 20-30 minutes for BD students, 30-50 minutes for AD students (Including leading a part of discussion)
3. Development of an Educational Theory: Choose a novel/film, watch or read with educational perspective, analyze it using educational theories you learned, and develop your own education theory. Evaluation Criteria: Accurate understanding and analysis, creative thought, critical insight, skills of application of education theory structure. (50%) 10-12 pages for BD students, 20-25 pages for AD students
Due date: April 4th

*For 6000-level students additional reading(s) will be assigned each week.

Course Website: Blackboard

<https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)

B (73-76)

B- (70-72)

Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD).

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to accept and apply penalties to late assignments, this must be set out clearly here in the course syllabus. Degree students are

expected to hand in assignments by the date given in the course outline. For the course 4 points deducted per week late.

OTHER COURSE POLICIES:

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

Late work (AD)

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy. For the course 4 points deducted per week late.

OTHER COURSE POLICIES:

Other Policies for courses are contained in the TST Advanced Degree Handbook.

Email assignments: Papers and assignments are not accepted by email in principle.

IMPORTANT BOOKS

- Bates, Dennis(Ed), Gloria Durka and Frierich Schweitzer, *Education, Religion and Society: Essays in Honour of John M. Hull*, New York: Routledge, 2006
- Moore, Mary Elizabeth M. *Teaching as a Sacramental Act*, Cleveland: The Pilgrims Press, 2004
- Miller, John P. et all (ed) *Holistic Learning and Spirituality in Education*, Albany: State University of New York Press, 2005
- Groome, Thomas H. *Will There be Faith?: a New Vision for Educating and Growing Disciples*, New York: Harper One, 2011
- Wright, Andrew, *Critical Religious Education: Multiculturalism and the Pursuit of Truth*, University of Wales Press, 2008
- Elias, *A History of Christian Education: Protestant, Catholic, and Orthodox Perspectives*, Melbourne: Krieger Publishing, 2002
- Sherrill, Lewis J. *The Rise of Christian Education*. New York: Macmillan, 1944.
- Lynn, Robert W., and Elliot Wright. *The Big Little School: Two Hundred Years of Sunday School*. Rev. ed. Birmingham: Religious Education Press, 1980.
- Boys, Mary C. *Educating in Faith: Maps and Visions*. New York: Harper \$ Row, 1989
- Seymour, Jack L. and Donald E. Miller(ed). *Contemporary Approaches to Christian Education*, Nashville: Abingdon, 1982.
- Seymour, Jack L. *Mapping Christian Education*. Nashville: Abingdon Press, 1997.
- A theorist of your choice

COURSE SCHEDULE

WEEK ONE: January 10

To Know Who We Are!
Sharing about the Course

WEEK TWO: January 17

Trends of Christian education in the 20

WEEK THREE: January 24

Then and Now: History of Christian Education:

WEEK FOUR: January 31

Sunday School Revisited

WEEK FIVE: February 7

The Great Dreamer: George Albert Coe

Teaching Ministry: James Smart

WEEK SIX: February 14

A Contemporary Educational Theory of Our Choices

WEEK SEVEN: February 21: Reading Week

WEEK EIGHT: February 28

A Contemporary Educational Theory of Our Choices

WEEK NINE: March 7

A Contemporary Educational Theory of Our Choices

WEEK TEN: March 14

An Educational Theory in a Film

WEEK ELEVEN: March 21

A Contemporary Educational Theory of Our Choices

WEEK TWELVE: March 28

A Contemporary Educational Theory of Our Choices

WEEK THIRTEEN: April 4

Moving Forward An Educational theory for My Context

Closing and Opening

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- Coe, George Albert. *What is Christian education?* New York: Scribner, 1935.
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- DomNwachukwu, Chinaka Samuel, *An introduction to multicultural education : from theory to practice*, Lanham, Md. : Rowman & Littlefield Education, c2010.
- Engen, Van, and John H. *Educating People of Faith: Exploring History of Jewish and Christian Communities*. William B. Eerdmans Pub.Co, 2004.
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- _____. *Teaching in the Community of Faith*. Nashville: Abingdon Press, 1982
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- _____. *Educating Clergy : teaching practices and pastoral imagination*, San Francisco : Jossey-Bass, 2006.
- _____. *From generation to generation : the adaptive challenge of mainline Protestant education in forming faith*, Eugene, Ore. : Cascade Books, c2012.
- _____. and Theodore Brelsford. *We are the church together : cultural diversity in congregational life*, Valley Forge, Pa. : Trinity Press International, c1996
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- _____. *Horizons and Hopes: the Future of Religious Education*, Mahwah, N.J.: Paulist Press, 2003
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- Lynn, Robert W., and Elliot Wright. *The Big Little School: Two Hundred Years of Sunday School*. Rev. ed. Birmingham: Religious Education Press, 1980.
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- Miller, John P. et all (eds) *Holistic Learning and Spirituality in Education*, Albany: State University of New York Press, 2005
- Miller, John P. Michele Irwin, Kelli Nigh (eds), *Teaching from the thinking heart : the practice of holistic education*, Charlotte, NC : Information Age Publishing, c2014.
- Miller, John (Jack) P. and Yoshiharu Nakagawa (eds), *Nurturing our wholeness : perspectives on spirituality in education*, Brandon, VT : Foundation for Educational Renewal, c2002.
- Moore, Mary Elizabeth and Almeda M. Wright (eds) *Children, youth, and spirituality in a troubling world*, St. Louis, Mo. : Chalice Press, 2008.
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