Course Syllabus
KNP 1446 HF (online)
Educational Ministry of the Church
Knox College
Toronto School of Theology
Summer 2020

This is the word that came to Jeremiah from the Lord: "Go down to the potter's house, and there I will give you my message." So I went down to the potter's house, and I saw him working at the wheel. But the pot he was shaping from the clay was marred in his hands; so the potter formed it into another pot, shaping it as seemed best to him. (Jeremiah 18:1-4)

Instructor Information

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Course Identification

Course Number: KNP1446HF
Course Format: *Online*
Course Name: Educational Ministry of the Church
Class Times: May 19 – June 26

Course Description

What is educational ministry? How can we reshape Christian Education in our congregation in order to revitalize the church and society? Exploring the structure of educational theory, reflecting one's educational experience in the church, engaging in dialogue with theorists in Christian Education, we will attempt to refashion Christian Education for today's church, and create a vision of Christian education in order to revitalize the congregation.

Course Resources

Required Course Texts/Bibliography
Main Text:
Main Readings will be found in your course resources on Quercus. If you would like to read more on your own further interest, you may look at those resources at local Seminary library or Library of University of Toronto. You can assess some articles through U of T Library through www.utoronto.ca. (Click library, then articles or *e*-journal, then the article you want, not books.)

Important books:
- Karen B. Tye, *Basics of Christian Education* (St. Louis: Chalice Press, 2000)

- Parker J. Palmer, *The Courage to Teach* (San Francisco: Jossey-Bass Publishers, 1998)
- Parker J. Palmer, *To Know as We are Known* (San Francisco: Harper & Row, Publisher, 1983)
- David T. Hansen, *Exploring the Moral Heart of Teaching* (New York: Teachers College Press, 2001)
- Charles F. Melchert, *Wise Teaching* (Harrisburg: Trinity Press, 1998)
- Mary Elizabeth M. Moore, *Teaching as a Sacramental Act* (Cleveland: The Pilgrim Press, 2004)

Film:
- Babette's Feast (before week 4)
  Loan this movie from a video streaming service (Netflex, YouTube movies, etc.) and watch it before week 4. (Although McKay Educational Resource Center at the library of Knox College has one, unfortunately you cannot use it because the TST and UofT libraries have all been closed to the public, including Caven Library, which has been affected by COVID-19.)

Video:
- For Week 1
  http://www.youtube.com/watch?v=aPqRSbp-VLo
    A Conversation with Dr. Tom Groome
- For Week 6
  http://www.youtube.com/watch?v=UFC-URW6wkU&feature=related
    Storytelling Theory and Practice by Professor Brian Sturm
  http://www.youtube.com/watch?v=--jB3zaJ5Hw&feature=related
    Teaching a Bible Story to Children by Joni and Silke Simplicity 725
  https://www.youtube.com/watch?v=QlQgPZqRspc
    Kara Powell on Intergenerational Relationships

Course Website(s)
- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should ask Katherine Lubniewski (kaitlyn.lubniewski@utoronto.ca) for further help.

Course Learning Objectives/Outcomes

BD Level
Students successfully completing this course will be able to demonstrate the following learning outcomes:

(1) Demonstrate a basic knowledge of theories of educational ministry
- Identify major theories of educational ministry.
- Describe important legacies in the history of Educational Ministry.

- Define the role of teacher and of pastor as a teacher.
(2) Demonstrate ability to gather, select, and present information from readings appropriate to task assigned
(3) Demonstrate ability and willingness to learn and understand one's own educational context and the educational context of others different from the student's own
    - Describe one' own context of Educational Ministry today.
(4) Demonstrate ability to think, problem solve and make decisions at a critical level of operation
    - Critically identify issues of educational ministry in the church and society today.
    - Describe one's own educational vision for future educational ministry.
    - Identify ways of educational ministry to revitalize one's own educational context.
    - Discuss two educational theories in relation to one's own cultural context.
(5) Demonstrate conscientiousness and willingness to take personal responsibility for learning, honesty and personal integrity in leadership
    - Show willingness and personal integrity in leadership.
    - Show respect for others who are different from oneself.
    - Show willingness to listen in class discussions and small groups.
(6) Demonstrate ability and commitment for life-long learning.

Evaluation

Requirements

(1) *Class Participation* (50%)
Reading. Read, Think and Complete **ALL ACTIVITIES** by the assigned dates! There will be at least two chapters as assigned readings each week.
Learning Station Activities.
Postings. Stimulating, thoughtful and informative discussion and questions each week. Please be aware that this course is not self-paced. We will proceed as a cohort through Weeks 1 – 6. Therefore, it is imperative that all students keep up with the class. All of you need to follow the directions week by week and unit by unit, especially for Discussion Board. Do not behind and make comments in last week's discussion board. Nobody will read them. **Late postings will not be counted towards your participation mark.** If you have to miss a certain week's class under unavoidable circumstances, you must receive the permission of the instructor with your catch up schedule (Permission would be no more than one week in whole course because this online course is very short!).
Replying to other postings. At least two responses to others each week required and expected to response to different persons each week)
Group Discussion. You will be assigned to a group and asked to discuss in your groups and post the results on the postings.
 [Evaluation criteria: familiarity with each week's content and vocabulary appropriate use of relevant vocabulary clarity and thoughtful contributions (i.e. statements should be supported by text you read)

(2) *Posting A Vision Statement for Christian Education* (10%)
What is your vision for Educational Ministry? What would you like to see happening in Educational Ministry? Post your completed vision statement before **June 5. [**Evaluation Criteria: clear, creative, concise, inclusive and vivid world visioning through educational ministry.]

(3) *A Descriptive Analysis of your Community Context* (8 Pages) 20%
Purposefully observe the community context in which your congregation is situated socially, economically, ethnically and culturally. Research some demographics of the community, such as age groups, racial ethnic groups, languages spoken, etc. Based on your research and observation of your context, SYTHESIZE a critical analysis of the social and educational needs of the community.
Due: Week 4, June 13. [Evaluation Criteria: inclusive, comprehensive, concise, clear, critical, insightful]

(4) *Final Paper* (20 %)
The final paper guide will be posted on **June 20**. Your completed final paper is due on **July 10, 2020.**

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration

Other COURSE POLICIES
Email Assignment. Papers and assignments should not be sent by email attachment outside Quercus. Please submit all work using by means of Quercus.

Consultation. Please do not hesitant to consult with me about any questions you may have by means of email.

LATE POLICY. *If your assignment is late, late policy will be applied 4% per week. Please refer your student handbook.*

Course Schedule

Week 1: May 18-22

To Know Who We Are: Sharing Ourselves
Meeting your new classmates and supporters
Sharing your best memory of Christian education experience from the past.
What is your current vision for educational ministry in the church today?

What is education?
What is Educational Ministry?
Christian Education? Religious Education? Christian Religious Education?
Religiously Christian Education? Educational Ministry? Sunday School?
Church School?

Readings:
Melchert, "What is the Educational Ministry of the Church?" in *Religious Education,* 73, 429-439
Pazimino, Christian Education in More than Formation, *Christian Education Journal*, 7.2 (fall 2010), 356-   Gale/ A 239092343

Further reading:
Moore, Ch. 2, Sacred Teaching: Education as Sacrament, in Teaching as a Sacramental Act. pp 15-39

Video:
http://www.youtube.com/watch?v=aPqRSbp-VLo
A Conversation with Dr. Tom Groome

Week 2: May 25-29

A Short History of Christian Education
Current Approaches to Christian Education

Readings:
Miller*, Story and Context*, Ch. II. The Community of Faith in History, 41-72.
Seymour, *Mapping Christian Education,* Ch. 1. Approaches to Christian Education, 9-22.
Melchert, *Wise Teaching*, Ch. 7. What Counts as Education in a Wisdom Approach? 272-309.

Week 3: June 1-5
Context of Educational Ministry

Readings:
Tye, *Basics of Christian Education,* Ch. 3 Where Do We Educate?
Palmer, *The Courage to Teach*, II. A Culture of Fear, pp.35-60

Further readings:
Schuller, *Rethinking Christian Education*, Ch. 2. Education in Congregational
        Context, pp.31-46. Ch. 5. Rethinking Family Ministry, pp.57-72.
e- journal: Price, " Christian Nurture and the New Cosmology" in Religious Education, Issue 1
        January 2008, 84 - 101
        http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~conten
        t=t713775204~tab=issueslist~branches=103 - v103103,
e- journal: Parmach, "Christian Families, Educative Lenses, and Incarnational Roots" in Religious
        Education, , Issue 1 January 2008, 62 - 83
        http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~conten
        t=t713775204~tab=issueslist~branches=103 - v103103
e-journal: Copley, " Non-Indoctrinatory Religious Education in Secular Cultures" in Religious
        Education, Issue 1 January 2008 , 22 - 31
        http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~conten
        t=t713775204~tab=issueslist~branches=103 - v103103,
e- journal: Revell, "Spiritual Development in Public and Religious Schools: A Case Study" in
        Religious Education, Issue 1 January 2008, 102 - 118
        http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~conten
        t=t713775204~tab=issueslist~branches=103 - v103103,

Week 4: June 8-12
Understanding of 'Learners' and 'Teachers' in Educational Ministry
Theological Understanding of Human Being
Discussion of Film Babette's Feast
Recruitments of teachers

Readings:
Palmer, *A Hidden Wholeness,* II. Across the Great Divide & III. Explorations in True Self.   pp.13-
        49
Hansen, *Exploring the Moral Heart of Teaching*, 8. The Place of Ideals in Teaching. pp.157-191
Palmer, *To Know as We Are Known: A Spirituality of Education,* Ch. 7. Spiritual Formation of
        Teachers, pp.106-125

Further reading:
Schuller(ed), *Rethinking Christian Education*, Ch. 1. The Local Church as Teacher: A Portrait, 3-16,
        and Ch.4 Pastors as Teachers, pp.47-56.
Ratcliff and Neff, Religious Education Volunteers, III. Recruiting Religious   Education Volunteers,
        79-109

Anthony (ed), Introducing Christian Education: Foundations for the Twenty-first Century, Ch. 18. Recruiting, Training, and Motivating Volunteers

Week 5: June 15- 19
Curriculum for Educational Ministry
Current Curriculum Survey

Readings:
Wilkerson (ed), *Multicultural Religious Education*, Ch. 10. Curriculum and Multicultural Religious Education, 323-391.
Pazmino, *Foundational Issues in Christian Education,* Ch. 7. Curricular Foundations, 223-242

Further reading:
Miller, *Story and Context*, Ch. XI. Curriculum, 293-318.
Schuller(ed*), Rethinking Christian Education*, Ch. 2. Christian Education in a Pluralistic Culture, 17-30.
Tye, *Basics of Christian Education,* Ch. 4 What do We Need to Know?

Week 6: June 22-26
Intergenerational Education
Storytelling
Envisioning Educational Ministry of the Church

Readings:
Kang and Pazimino, Generational Fragmentations and Christian Education, *Christian Education Journal,* 8.2 (Fall 2011): p379-   Gale/ 269028183
White, *Intergenerational Religious Education,* Ch. 2 and 3, 18-58
Foster, *Educating Congregations,* Ch.2, 37-50
Anthony (ed), Introducing Christian Education: Foundations for the Twenty-first Century, Ch.17. Christian education in the Small Church

Further reading:
Vanderwell, *The Church of All Ages,* Ch. 4 and 5, 55-93
Simmons, *The Story Factor: Inspiration, Influence, and Persuasion.* Ch.4 How to Tell a Good Story, 83-104
Melchert, "Does the Church Really Want Religious Education?" in Religious Education, 69, 250-63
Richard Osmer, Ch. 10. Three "Futuribles" for the Mainline Church, in Schuller(ed), Rethinking Christian Education, 125-139

Video:
http://www.youtube.com/watch?v=UFC-URW6wkU&feature=related
   Storytelling Theory and Practice by Professor Brian Sturm
http://www.youtube.com/watch?v=--jB3zaJ5Hw&feature=related
   Teaching a Bible Story to Children by Joni and Silke Simplicity 725
https://www.youtube.com/watch?v=QlQgPZqRspc

Kara Powell on Intergenerational Relationships