

EDUCATIONAL MINISTRY OF THE CHURCH

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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)

GENERAL PICTURE OF THE COURSE:

What is Educational Ministry? Where is it situated in the church today? Do we believe that Educational Ministry would make the church or society different? If so, how can we reshape Educational Ministry in our congregations? What would be the best approach to Educational Ministry for our congregations today? Keeping these questions in mind, we will travel the world of Educational Ministry, engaging in dialogue with theorists in that discipline. We will explore educational theories and the ways of refashioning educational ministry for today's church.

OUTCOMES AND OBJECTIVES: At the end of the course students will be able to.....

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's 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

ASSIGNMENTS And EXPECTATIONS:

1. Read, Think and Complete **ALL ACTIVITIES** by the assigned dates! There will be at least two chapters as assigned readings each week.
2. Active Participation- Please be aware that this course is not self-paced. We will proceed as a cohort through Weeks 1 – 8. 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 two weeks in whole course).
3. Group Discussion: At the beginning of the class you will be assigned to a group and asked to discuss in your group and bring the results to the whole discussion board.
4. A Vision Statement for Christian Education
5. A Descriptive Analysis and needs of your congregational social context
6. Final Paper

BOOKS for REQUIRED READING:

Main Text:

Main Readings will be found in your course resources on Blackboard. 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:

Tye, Karen B. *Basics of Christian Education*, St. Louis: Chalice Press, 2000

Palmer, Parker J. *The Courage to Teach*, San Francisco: Jossey-Bass Publishers, 1998

Palmer, Parker J. *To Know as We are Known*, San Francisco: Harper & Row, Publisher, 1983

Hansen, David T. *Exploring the Moral Heart of Teaching*, New York: Teachers College Press, 2001

Melchert, Charles F. *Wise Teaching*, Harrisburg: Trinity Press, 1998

Moore, Mary Elizabeth M. *Teaching as a Sacramental Act*, Cleveland: The Pilgrim Press, 2004

Film: Babette's Feast (before week 8)

(Loan this Video or DVD from a local store and watch it before week 8. McKay Educational Resource Center at library of Knox College has one. If you live near by Knox College, you may arrange to watch it with Rev. Susan Sheridan, Coordinator of the Educational Center, 416-946-8536)

Video:

For Week 1

<http://www.youtube.com/watch?v=aPqRSbp-VLo>

A Conversation with Dr. Tom Groome

For Week 8

<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

CLASS SCHEDULE:

Week 1: May 4- 8

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. pp. 429-439

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

Pazimino, Christian Education in More than Formation, *Christian Education Journal*, 7.2 (fall 2010) p356- Gale/ A 239092343

<http://www.youtube.com/watch?v=aPqRSbp-VLo>

A Conversation with Dr. Tom Groome

Week 2: May 11-15

A Short History of Christian Education

Current Approaches to Christian Education

Readings:

- Miller, *Story and Context*, Ch. II. The Community of Faith in History, pp. 41-72.
- Pazmino, *Foundational Issues in Christian Education*, Ch. 4. Historical Foundations, pp. 123-160.
- Seymour, *Mapping Christian Education*, Ch. 1. Approaches to Christian Education, pp. 9-22.
- Palmer, *To Know as We are Known*, Ch. 2. Education as Spiritual Formation, pp. 17-32
- Melchert, *Wise Teaching*, Ch. 7. What Counts as Education in a Wisdom Approach? pp. 272-309.

Week 3: May 18- 22

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](#), Volume <http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=103 - v103103>, Issue 1 January 2008 , pages 84 - 101
- e- journal: Parmach, “Christian Families, Educative Lenses, and Incarnational Roots” in [Religious Education](#), Volume <http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=103 - v103103>, Issue 1 January 2008 , pages 62 - 83
- e-journal: Copley, “Non-Indoctrinatory Religious Education in Secular Cultures” in [Religious Education](#), Volume <http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=103 - v103103>, Issue 1 January 2008 , pages 22 - 31
- e- journal: Revell, “Spiritual Development in Public and Religious Schools: A Case Study” in [Religious Education](#), Volume <http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=103 - v103103>, Issue 1 January 2008 , pages 102 - 118

Week 4: May 25-30

**Understanding of “Learners”
Theological Understanding of Human Being**

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

Week 5: June 1- 6

**Understanding of ‘Teachers’ in Educational Ministry
Pastor as a ‘Teacher’
Discussion of Film *Babette’s Feast*
Recruitments of teachers**

Readings:

- Palmer, *To Know as We Are Known: A Spirituality of Education*, Ch. 7. The Spiritual Formation of Teachers, pp.106-125
Palmer, *Courage to Teach*, Ch. I. The Heart of a Teacher, pp.9-34.
Schuller(ed), *Rethinking Christian Education*, Ch. 1. The Local Church as Teacher: A Portrait, pp. 3-16, and Ch.4 Pastors as Teachers, pp.47-56.
Anthony (ed), *Introducing Christian Education: Foundations for the Twenty-first Century*, Ch. 18. Recruiting, Training, and Motivating Volunteers
Ratcliff and Neff, *Religious Education Volunteers*, III. Recruiting Religious Education Volunteers, pp. 79-109

Week 6: June 8 -13

**Curriculum for Educational Ministry
Current Curriculum Survey**

Readings:

- Tye, *Basics of Christian Education*, Ch. 4 What do We Need to Know?
Wilkerson (ed), *Multicultural Religious Education*, Ch. 10. Curriculum and Multicultural Religious Education, pp. 323-391.
Pazmino, *Foundational Issues in Christian Education*, Ch. 7. Curricular Foundations, pp. 223-242
Miller, *Story and Context*, Ch. XI. Curriculum, pp. 293-318.
Schuller(ed), *Rethinking Christian Education*, Ch. 2. Christian Education in a Pluralistic Culture, pp.17-30.

Week 7: June 15 –20

**Intergenerational Education
Small Church Education**

Readings:

- Kang and Pazimino, Generational Fragmentations and Christian Education,
Christian Education Journal, 8.2 (Fall 2011): p379- Gale/ 269028183
Vanderwell, *The Church of All Ages*, Ch. 4 and 5, pp. 55-93
White, *Intergenerational Religious Education*, Ch. 2 and 3, pp. 18-58
Foster, *Educating Congregations*, Ch.2, pp. 37-50
Anthony (ed), *Introducing Christian Education: Foundations for the Twenty-first Century*, Ch.17. Christian education in the Small Church

Week 8: June 22 –27

Storytelling

Children's Time

Visioning an Educational Ministry of the Church

Readings:

- Simmons, *The Story Factor: Inspiration, Influence, and Persuasion*. Ch.4 How to Tell a Good Story pp.83-104

Video tape: <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

Class Requirements and Evaluation Criteria

1. Class Participation: 50%

- o. Reading:
- o. Learning Station Activities
- o. **POSTINGS:** stimulating, thoughtful and informative discussion and questions each week
- o. Replying to others postings (at least two responses to others each week required and expected to respond to different persons each week)
- o. **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 Your Vision: 10%

What is your vision for Educational Ministry? What would you like to see happening in Educational Ministry?

Post your completed vision statement before **May 23**

Evaluation Criteria: clear, creative, concise, inclusive and vivid world visioning through educational ministry.

4. 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, synthesize a critical analysis of the social and educational needs of the community.

Drop it to the drop box. **Due: Week 5, June 6**

Evaluation Criteria: inclusive, comprehensive, concise, clear, critical, insightful

5. Final Paper: (20 %) The final paper guide will be posted on **June 13. Your completed final paper is due on **July 4, 2015**.**

COURSE POLICIES

Email Assignment: Papers and assignments should not be sent by email attachment outside the Blackboard shell. Please submit all work using by means of Blackboard.

Consultation: Please do not hesitate to consult with me or my teaching assistant 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.**