

## Educational Ministry of the Church

Instructor: Dr. Heather E. Weir  
Email: [heather.weir@utoronto.ca](mailto:heather.weir@utoronto.ca)

### Summary:

Why is Christian education still important in the twenty-first century church? Who should the church educate? How should the church educate? This course examines these questions so that students can clearly argue for the value and viability of Christian education in contemporary congregations.

### Course Outcomes and Objectives:

At the end of the course students will be able to

1. Demonstrate a basic knowledge of theories of educational ministry
  - a. Identify major theories of educational ministry.
  - b. Describe important legacies of the history of educational ministry
  - c. Define the role of teachers and of pastors in educational ministry
2. Demonstrate the ability to gather, select, and present information from readings appropriate to task assigned.
3. Demonstrate the ability and willingness to learn, understand, and describe the student's current educational ministry context. Demonstrate the ability to describe and understand educational contexts different from the student's own.
4. Demonstrate the ability to think critically, problem solve, and make decisions.
  - a. Identify critical issues influencing educational ministry in the church.
  - b. Develop and describe a personal vision for future educational ministry.
  - c. Identify ways of revitalizing the student's current educational context.
  - d. Discuss two educational theories in relation to the student's own cultural context.
5. Demonstrate a willingness to take personal responsibility for learning.
  - a. Show honesty and personal integrity in class conduct
  - b. Show respect for others who are different from oneself
  - c. Show willingness to listen and learn in class discussions and small groups
6. Demonstrate a commitment to life-long learning.

### Course Requirements:

#### A. Participation and Attendance:

Regular attendance and participation in all classes is expected. Students are expected to arrive prepared for class prepared to discuss the readings or other materials for the week. Students will also be expected to log into the portal and access this course's Blackboard site at least once a week. Class announcements and important web links will be posted

there. Log on to Blackboard via the University of Toronto Portal at <http://portal.utoronto.ca>.

## **B. Required Texts:**

Karen B. Tye, *Basics of Christian Education*

Robert W. Pazmiño, *Foundational Issues in Christian Education*

Both required texts are available for purchase at Crux Books.

Other required articles or videos listed in the course outline will be linked on Blackboard.

## **C. Assignments and Mark Distribution:**

Please note that more details on these assignments will be given in class during the term.

1. Required Reading and Class Participation: 10%  
Students are expected to attend class, be punctual, be prepared to appropriately participate in discussion, and to do the assigned readings before each class. Student self-evaluation, and the instructor's observations will be considered in arriving at this mark.
2. Presentations on curriculum resources or special topics: 10%  
Small groups of students will be assigned a curriculum resource for specific situations (small church, intergenerational, etc) or special topic (storytelling) to present to the class. Assignments and arrangements for these presentations will be finalized in the first two weeks of class. Presentations will occur **March 9, 16, or 23, 2017**.
3. Analysis of an educational ministry: 30%  
Choose an educational ministry that you have access to (examples include Sunday school or children's church, an after school club, a Christian school). Carefully observe and analyze your chosen ministry context. Hand in a 2000-2500 word report summarizing your analysis of this ministry context on **February 16, 2017**.
4. Vision for Educational Ministry: 10%  
Prepare and deliver an elevator pitch to answer the question "Why is educational ministry important? First round pitches will be delivered in class **January 26, 2017** and revised pitches during the final class, **March 30, 2016**. Peer and instructor evaluation and feedback will be given for these vision statements, and will count toward the final mark.
5. Take Home Final Exam: 40%  
You will be given a take home exam covering all course material on March 23, 2017. You may prepare in any way for the exam you choose, including writing practice answers. At any time before April 5, 2017, take two hours to write the exam **without** aids. The completed exam must be submitted to the instructor by **5 pm April 5, 2017**. Exams submitted late will **not** be accepted.

## **D. Grading Policies:**

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

### **Late assignments:**

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 given. If a student hands in an assignment late with no consultation with the instructor before the due date, and no documented reasons, the assignment will **NOT** be accepted, and will receive no grade. If a student negotiates a late submission date with the instructor, the penalty will be 4 points per week.

### **Electronic submissions:**

Except in the case of the final exam, please submit a hard copy of your assignments to the instructor at the **BEGINNING** of the class when they are due.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Required Reading</b>	<b>Due</b>
Jan 5	Introductions: People and Course		
Jan 12	What is education? What makes education a ministry?	Tye, Introduction, chapter 1 Pazmiño, Introduction, chapters 1-2	
Jan 19	Philosophies and purpose for education (Why educate?)	Tye, chapter 2 Pazmiño, chapter 3	
Jan 26	History of educational ministry (when?)	Pazmiño, chapter 4	<b>Vision Statements (1)</b>
Feb 2	Educational Contexts (where does education occur?)	Tye, chapter 3 Pazmiño, chapter 5	
Feb 9	Students and Teachers (Who is educated by whom?)	Tye, chapter 5 Pazmiño, chapter 6	
Feb 16	Content – What do we teach?	Tye, chapter 4 Pazmiño, chapter 7	<b>Educational Ministry Analysis</b>
Feb 22	<b>Reading Week</b>	<b>No Class</b>	
March 2	How do we teach?	Tye, chapter 6	
March 9	Curriculum Resources for special settings	Curriculum articles linked on Blackboard	<b>Presentations in Class</b>
March 16	How do we work with special contexts and audiences? (1)	Intergenerational Ministry articles linked on Blackboard	<b>Presentations in Class</b>
March 23	How do we work with special contexts and audiences? (2)	Story-telling articles linked on Blackboard	<b>Presentations in Class</b>
March 30	How do we know if we are succeeding? Looking toward the future.	Tye, chapter 7 & 8	<b>Vision Statements (2)</b>
April 5	<b>Exam Period</b>		<b>Take Home Exams due by 5 pm.</b>