

KNP3490HS/6490
Winter 2018

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 and relevant thinking and knowledge, 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 thinking, 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 3rd

*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.

Please refer at: <http://www.accessibility.utoronto.ca>

<http://www.tst.edu/academic/resources-forms/handbooks>

http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

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.

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 should be sent from an 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

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

IMPORTANT BOOKS

Hansen, David T. Hansen, *The Teacher and the World: A Study of Cosmopolitanism as Education*, New York: Routledge, 2011

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.

Seymour, Jack L. *Mapping Christian Education*. Nashville: Abingdon Press, 1997.

A theorist of your choice

***Readings** for Each Class will be found at Blackboard

COURSE SCHEDULE

WEEK ONE: January 9

**To Know Who We Are!
Sharing about the Course**

Readings:

Terence Copley, "NON-INDOCTRINATORY RELIGIOUS EDUCATION IN SECULAR CULTURES," in *Religious Education*, Vol. 103 No. 1 January-February 2008, 22-31

David T. Hansen, *The Teacher and the World: A Study of Cosmopolitanism as Education*, Ch. 1. A Perspective on Teaching and Education for Our Time, pp. 1-20

WEEK TWO: January 16

Trends of Christian education in the 20

Readings:

Seymour, Jack L. *Mapping Christian Education*, Ch. 1, Approaches to Christian Education, pp. 9-22

Legg, Pamela Mitchell, "The work of Christian Education in the seminary and the church: then (1812) and now (2012)" in *Interpretation*. 66.4 (Oct. 2012): p423.

DOI: <http://dx.doi.org.myaccess.library.utoronto.ca/10.1177/0020964312451420>

WEEK THREE: January 23

Then and Now: History of Christian Education:

Readings:

Robert W. Pazmino, *Foundational Issues in Christian Education*, Ch. 4 Historical Foundation, pp. 123-159

One historical period of your choice

WEEK FOUR: January 30

Sunday School Revisited

Readings:

Nam Soon Song, "SUNDAY SCHOOL REVISITED: AN ALTERNATIVE TO CHRISTIAN EDUCATION OF THE CHURCH TODAY?" in *Religious Education*, Vol. 108 No. 2 March–April, 2010, 180-192. ISSN: 0034-4087, DOI: 10.1080/00344087.2013.767682

WEEK FIVE: February 6

The Great Dreamer: George Albert Coe

Teaching Ministry: James Smart

Readings:

George A. Coe, *Social Theory of Religious Education*, Ch. III. Pp. 25-63

James D. Smart, *The Teaching Ministry of the Church*, Ch. 5. Pp. 84-107

WEEK SIX: February 13

A Contemporary Educational Theory of Our Choices

Readings:

Presenter's selection

WEEK SEVEN: February 20: Reading Week

WEEK EIGHT: February 27

A Contemporary Educational Theory of Our Choices

Readings:

Presenter's selection

WEEK NINE: March 6

A Contemporary Educational Theory of Our Choices

WEEK TEN: March 13

An Educational Theory in a Film

WEEK ELEVEN: March 20

A Contemporary Educational Theory of Our Choices

Readings:

Presenter's selection

WEEK TWELVE: March 27

A Contemporary Educational Theory of Our Choices

Readings:

Presenter's selection

WEEK THIRTEEN: April 3

Moving Forward An Educational theory for My Context

Closing and Opening

Reading:

Sharon Warner, "RELIGIOUS EDUCATION INTO THE SECOND CENTURY,"
in *Religious Education* 100.4 (Fall 2005): 370-372.

BIBLIOGRAPHY

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- Bekerman, Zvi and Ezra Kopelowitz (eds), *Cultural education-- cultural sustainability [electronic resource] : minority, diaspora, indigenous, and ethno-religious groups in multicultural societies*, New York : Routledge, 2008.
- Brock, Rita Nakashima and Jung Ha Kim (ed) *Off the Menu: Asian and Asian North American Women's Religion and Theology*, Westminster John Knox Press, 2007
- Coe, George Albert. *What is Christian education?* New York: Scribner, 1935.
- _____. *A Social Theory of Religious Education*. New York: Scribner, 1927.
- Conde-Frazier, Elizabeth, S Kang and Gary Parrett Many, *Colored Kingdom, A: Multicultural Dynamics for Spiritual Formation*, Baker Publishing Group, 2011

- Commins, Gary, *The Spirit and Practice of Diversity: Becoming Bridges*, MA: Cambridge: Cowley Publications, 2007
- Del Prete, Thomas. *Thomas Merton: and the Education of the Whole Person*. Birmingham, Ala.: Religious Education press, 1990.
- 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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- _____. *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
- Freire, Paulo. *Education for Critical Consciousness*. New York: Seabury, 1973.
- _____. *Pedagogy of the Oppressed*. New York: Continuum, 1970
- Groome, Thomas H. *Educating for Life: a Spiritual Vision for every teacher and parent*, New York: Crossroad Pub., 2001
- _____. *Will There Be Faith?: A New Vision for Educating and Growing Disciples*, New York: HarperOne, 2011
- _____. *Horizons and Hopes: the Future of Religious Education*, Mahwah, N.J.: Paulist Press, 2003
- _____. *Christian Religious Education: Sharing Our Story and Vision*. San Fransico: Jossey-Bass, 1999
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- Hansen, David T. Hansen, *The Teacher and the World: A Study of Cosmopolitanism as Education*, New York: Routledge, 2011
- Harris, Maria and Gabriel Moran, *Reshaping Religious Education*, Westminster: John Knox Press: 1998
- _____. *Teaching and religious imagination..* San Francisco: Harper and Row, 1987.
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- _____. *Fashion me a people: Curriculum and the church*.Louisville: Westminster John Knox Press, 1989.
- _____. *Proclaim Jubilee! A spirituality for the 21st century*. Louisville: Westminster John Knox Press, 1996.
- Hull, John M. *Mission-Shaped Church: A Theological Response*, London: SCM Press, 2006
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- _____, "Some Guidelines for the Future Development of Christian Education" in *EEF-NET [Education and Ecumenical Formation: World Council of Churches]*, Vol 12, April 2003, pp.7-9
- _____, "Christian Nurture and Critical Openness" *Scottish Journal of Theology*, Vol. 34, 1981, pp. 17-37
- _____, "Christian Education in a Capitalist Society: Money and God" in David Ford and Dennis L. Stamps (eds) *Essentials of Christian Community: Essays in Honour of Daniel W. Hardy* Edinburgh, T. & T. Clark 1996, pp. 241-252
- Jackson, Robert, *Rethinking Religious Education and Plurality: Issues in Diversity and Pedagogy*, Routledge, 2004
- Lee, James Michael. *Forging a better Religious Education in the Third Millennium* Birmingham, Ala. : Religious Education Press,
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- Miller, John P. et al (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.
- Moore, Mary Elizabeth M. *Teaching as a Sacramental Act*, Cleveland: The Pilgrims Press, 2004
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- _____. *Healing the heart of democracy : the courage to create a politics worthy of the human spirit*, San Francisco, CA : Jossey-Bass, c2011.

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