

# BRIERCREST

## CM 626 Teaching and Learning Spring 2022

Professor: Darren Gordon, EdD  
Email: dgordon@briercrest.ca  
Phone: 306-756-3270  
Course Dates: May 2-6, 2022

3 Credit Hours

### COURSE DESCRIPTION

This course provides a vision for Christian Education in the life and mission of the church and seeks to understand some of its major challenges today. Drawing from key passages in scripture and the wider field of educational theory, learners will develop a biblical theology for CE, be familiar with some key pedagogical theorists, reflect on the character of the teacher, study Jesus' model of teaching, experiment with and evaluate different creative teaching approaches. The goal is to build strong theological and educational foundations for effective CE and discipleship in church and mission.

### COURSE INTEGRATION

"Faith, hope, and love are not just potential homily topics; they make claims on our practices" David I. Smith, *On Christian Teaching: Practicing Faith in the Classroom*, p. 52. The claims Smith refers to relate not only to teaching practices, but also the practices of learners and disciples that emerge in part from the transformational spaces teaching can nurture.

This course provides a vision for Christian education (CE)—teaching and formation—in the life and mission of the church. Drawing from key biblical passages and the wider field of educational theory, learners will develop a biblical theology of CE, be familiar with some key pedagogical theorists, reflect on one's growth as disciple and teacher, and develop a working framework for one's teaching in various roles and contexts. The major goal is to build strong theological and educational foundations for effective teaching and formation in personal life, church, and mission.

### COURSE TEXTS

Parrett, G. A., & Kang, S. S. (2009). *Teaching the faith, forming the faithful: A biblical vision for education in the church*. IVP Academic.

**Additional required readings (selected articles and book chapters) will be available on the course Canvas page.**

*Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.*

*This text is available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.*

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

### COURSE OUTCOMES

At the end of the course, students should be able to:

1. Explain a biblical theology of Christian education, its role in the life of the church, and challenges that have the potential to impede fruitful practice.
2. Articulate a personal philosophy of education which draws upon both Christian convictions and educational theory.
3. Apply educational theory to a particular context to demonstrate a plan for praxis of Christian education that considers theory, theology, and context.
4. Evaluate characteristics of effective teaching practices and thriving learning contexts.

### COURSE OUTLINE AND CONTENT

Detailed descriptions of course activities and required supplemental readings are provided on the Canvas course site. The following course outline provides a brief overview of the topics and the main readings for each day for the week of May 2 – 6.

	Monday May 2	Tuesday May 3	Wednesday May 4	Thursday May 5	Friday May 6
Topical Question	What is Christian education?	What does CE entail?	What should educators know?	How do we educate?	What are our visions?
Readings	Canvas Readings as assigned	Parrett & Kang Ch 3 & 4 Canvas Readings as assigned	Parrett & Kang Ch 6 & 7 Canvas Readings as assigned	Parrett & Kang Ch 10 & 11 Canvas Readings as assigned	Parrett & Kang Ch 13 & 14 Canvas Readings as assigned
Topical Question	Why do we educate?	What does the church teach?	Whom do we educate?	What is CE within a context?	What does our praxis look like?
Readings	Parrett & Kang Ch 1 & 2 Canvas Readings as assigned	Parrett & Kang Ch 5 Canvas Readings as assigned	Parrett & Kang Ch 8 & 9 Canvas Readings as assigned	Parrett & Kang Ch 12 Canvas Readings as assigned	Canvas Readings as assigned

### ASSIGNMENTS

#### *Pre-Course and Mid-Course Assignments:*

#### 1. Required Readings and Discussion Engagement (15% of final grade)

Engagement in each of the course activities—completing course readings, taking notes, contributing in discussion posts, participating in whole class and group discussions, among others—are all vital to an effective and flourishing learning community. Directions will be given on Canvas for each activity with expectations for engagement. The grade for this assignment will be inclusive of all course activities as tracked by the professor.

***Post-Course Assignments:*****2. Personal Philosophy of Education (15% of final grade)**

One important outcome of reading, discussing, and reflecting in this course is to begin to formulate a set of personal convictions regarding education. The intention of this assignment is to provide an opportunity to determine what convictions you hold concerning what it means to learn and the role of teaching. The result of this process of synthesizing ideas and discovering one's personal convictions is a clear and concise statement describing beliefs about the purpose, goals, and methods of learning and teaching. This statement must address both a conceptualization of learning as well as teaching, conveyed and connected through a prevailing theme that captures the overall sense of a personal philosophy of education.

**Due Date: June 3, 2022, upload to Canvas**

Length: 1-2 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

**3. Educational Praxis Paper (35% of final grade)**

In considering the nature and purpose of teaching and learning, it is best viewed within a real and familiar context. The intent of this assignment is to apply prominent themes from the readings to a current or proposed educational situation, answering the questions of how a program might be created or an existing program might be adapted given the implications considered from the readings. In essence, it is describing a vision for CE for a new program or the modification of an existing program. This should include: (a) a detailed description of the educational situation (church, school, organization, discipleship class, etc.), (b) the content and structure of the CE to be developed or modified within the chosen situation, and (c) the overall vision and praxis that will shape the implementation of CE within this situation. This description of the creation or modification of a CE program should clearly outline prominent themes or ideas from the readings that shape the decisions being made regarding all aspects of the vision presented. Citations from the readings are expected as appropriate.

**Due Date: July 1, 2022, upload to Canvas**

Length: 3-4 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

**4. Experienced Teacher Interview Paper (35% of final grade)**

You will interview a respected teacher with substantial teaching experience in a church or educational setting. If you select a pastor, the emphasis of the interview should be on teaching rather than preaching. You will ask this person to outline core beliefs and practices in his/her teaching and how these were nurtured over the years. A selection of suggested questions for this interview will be provided on Canvas.

Following this interview, the paper you write should describe the interviewee and the teaching context/experience and what you discover about the nature and purpose of effective teaching and learning, with related insights from course activities and readings. Engage with your interviewee's comments, affirming insights shared with relevant quotations from readings, as well as raising issues/questions that may not have been addressed by your interviewee. Conclude with implications for your development and growth as pastor or teacher in your faith community.

Due date: **July 1, 2022, upload to Canvas**

Length: 5-6 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

*Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.*

## **SEMINARY CALENDAR**

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Semester-Based Courses***

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### ***Course Schedules***

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### ***Assignment Submission***

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week

after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### ***Return of Graded Assignments***

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### ***Academic Honesty***

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

### ***Academic Accommodations***

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([egordon@briercrest.ca](mailto:egordon@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

## **BIBLIOGRAPHY**

Some older texts are included for themes that remain influential in the field.

### Children

Allen, H. C. (Ed.). (2008). *Nurturing children's spirituality: Christian perspectives and best practices*. Eugene, OR: Cascade.

Beckwith, I. (2004). *Postmodern children's ministry*. Grand Rapids, MI: Zondervan/Youth Specialties.

Beckwith, I. (2010). *Formational children's ministry: Shaping children using story, ritual and relationships*. Grand Rapids, MI: Baker Books.

Berryman, J. W. (1991). *Godly play: An imaginative approach to religious education*. San Francisco, CA: Harper San Francisco.

Dawn, M. V. (1997). *Is it a lost cause? Having the heart of God for the church's children*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Greene, S. (Ed.). (2005). *Researching children's experience*. Thousand Oaks, CA: Sage Publications.

Krych, M. A. (2004). *The ministry of children's education: Foundations, contexts and practices*. Minneapolis, MN: Fortress Press.

Lawson, K. E. (Ed.). (2012). *Understanding children's spirituality: Theology, research, and practice*. Eugene, OR: Cascade Books.

Marty, M. E. (2007). *The mystery of the child*. Grand Rapids, MI: William B. Eerdmans Publishing.

May, S., Posterski, B., Stonehouse, C. & Cannell, L. (2005). *Children matter: Celebrating their place in the church, family, and community*. Grand Rapids, MI: William B. Eerdmans Publishing.

Mercer, J. A. (2005). *Welcoming children: A practical theology of childhood*. St. Louis, MO: Chalice Press.

Moore, W. (2008). *Rites of passage parenting: Four essential experiences to equip young kids for life*. Nashville, TN: Nelson.

Nye, R. (2009). *Children's spirituality: What it is and why it matters*. London, UK: Church House Publishing.

Stonehouse, C. (1998). *Joining children on the spiritual journey*. Grand Rapids, MI: Baker Books.

Stonehouse, C., & May, S. (2010). *Listening to children on the spiritual journey: Guidance for those who teach and nurture*. Grand Rapids, MI: Baker Books.

### Youth and Adult

Brookfield, S. D. (2015). *The skillful teacher* (3<sup>rd</sup> ed.). Jossey-Bass.

Dean, K. C. (2006). *Practicing passion: Youth and the quest for a passionate church*. Grand Rapids, MI: Zondervan.

Dean, K. C. (2010). *Almost Christian: What the faith of our teenagers is telling the American church*. Oxford, UK: Oxford University Press.

Going, N. (2009). The way of Jesus: Adolescent development as Christological process. *Lifelong Faith* Winter, 3-13.

Jacober, A. E. (2011). *The adolescent journey: An interdisciplinary approach to practical youth ministry*. InterVarsity Press.

LeFever, M. (2004). *Creative teaching methods* (2<sup>nd</sup> ed.). Colorado Springs, CO: David C. Cook.

McKenzie, L., & Harton, R. M. (2002). *The religious education of adults*. Macon, GA: Smyth & Helwys.

Merriam, S. B., & Caffarella, R. S. (2006). *Learning in adulthood* (2<sup>nd</sup> ed.). Jossey-Bass.

Setran, D. P., & Kiesling, C. A. (2013). *Spiritual formation in emerging adulthood: A practical theology for college and young adult ministry*. Grand Rapids, MI: Baker Academic.

Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Revised ed.). San Francisco, CA: Jossey-Bass.

### Inter-Generational Learning

- Allen, H. C., & Ross, C. L. (2012). *Intergenerational Christian formation: Bringing the whole church together in ministry, community and worship*. Downers Grove, IL: IVP.
- Brown, J. K., Dahl, C. M., & Reuschling, W. C. (2011). *Becoming whole and holy: An integrative conversation about Christian formation*. Baker Academic.
- DeVries, M. (2004). *Family-based youth ministry* (Revised ed.). Downers Grove, IL: InterVarsity Press.
- Eikenberry, D. A. (2014). *Developing an intentional and transparent intergenerational ministry in a small congregation*. Trinity International University.
- Martineau, M., Weber, J., & Kehrwald, L. (2008). *Intergenerational faith formation: Learning the way we live*. Twenty-third Publications.
- Nelson, C. E. (2008). *Growing up Christian: A congregational strategy for nurturing disciples*. Macon, GA: Smyth & Helwys.
- Reimer, S. H., & Wilkinson, M. (2015). *A culture of faith: Evangelical congregations in Canada*. McGill-Queen's Press-MQUP.
- Vanderwell, H. A. (Ed.). (2008). *The church of all ages: Generations worshiping together*. Rowman & Littlefield.

### Cross-Cultural Learning

- Bowers, L. B. (2010). *Becoming a multicultural church*. Wipf and Stock Publishers.
- Conde-Frazier, E., Kang, S. S., & Parrett, G. A. (2004). *A many colored kingdom: Multicultural dynamics for spiritual formation*. Baker Academic.
- Cruz, G. T. (2012). Interculturality as Pedagogy: Challenges of Teaching and Learning Religion and Theology Beyond Borders. *Compass* 46(2), 33-38.
- Hill, K. H. (2007). *Religious education in the African American tradition: A comprehensive introduction*. Chalice Press.
- Lingenfelter, J. E., & Lingenfelter, S. G. (2003). *Teaching cross-culturally: An incarnational model for learning and teaching*. Grand Rapids, MI: Baker Books.
- Ott, C., & Wilson, G. (2010). *Global church planting: Biblical principles and best practices for multiplication*. Baker Books.
- Sanneh, L. (2008). *Disciples of all nations: Pillars of world Christianity*. Oxford University Press.
- Soh, D. H. L. (2016). *The motif of hospitality in theological education: A critical appraisal with implications for application in theological education*. Langham Global Library.

Talvacchia, K. T. (2003). *Critical minds and discerning hearts: A spirituality of multicultural teaching*. Chalice Press.

Van Engen, J. (Ed.). (2004). *Educating people of faith: Exploring the history of Jewish and Christian communities*. Grand Rapids, MI: Wm. B. Eerdmans.

### Christian Higher Education

Adler, M. J. (1982). *The paideia proposal: An educational manifesto*. Macmillan Publishing Company.

Adler, M. J. (1992). *A second look at the rearview mirror: Further autobiographical reflections of a philosopher at large*. Macmillan Publishing Company.

Aleshire, D. O. (2008). *Earthen vessels: Hopeful reflections on the work and future of theological schools*. Grand Rapids, MI: William B. Eerdmans.

Bass, D. C., & Dykstra, C. (Eds.). (2008). *For life abundant: Practical theology, theological education and Christian ministry*. Grand Rapids, MI: William B. Eerdmans.

Christensen, C. R., Garvin, D. A., & Sweet, A. (1991). *Education for judgment: The artistry of discussion leadership*. Harvard Business School Press.

Farley, E. (1988). *The fragility of knowledge: Theological education in the church and the university*. Minneapolis, MN: Fortress Press.

Groome, T. (2001). *Educating for life: A spiritual vision for every teacher and parent*. Thomas More Press.

Hodgson, P. C. (1999). *God's wisdom: Toward a theology of education*. Louisville, KY: Westminster/John Knox Press.

Jones, L. G., & Paulsell, S. (Eds.). (2002). *The scope of our art: The vocation of the theological teacher*. Grand Rapids, MI: William B. Eerdmans.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life*. Jossey-Bass.

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20<sup>th</sup> anniversary ed.) San Francisco, CA: Jossey-Bass.

Shaw, P. (2014). *Transforming theological education: A practical handbook for integrative learning*. Langham Global Library.

Wolterstorff, N. (2004). *Educating for shalom: Essays on Christian higher education*. Grand Rapids, MI: Wm. B. Eerdmans.



Wolterstorff, N. P. (2002). *Educating for life: Reflections on Christian teaching and learning* (G. Stronks & C. W. Joldersma, Eds.). Grand Rapids, MI: Baker Academic.

### Discipleship

Augsburger, D. (2006). *Dissident discipleship: A spirituality of self-surrender, love of God and love of neighbor*. Brazos Press.

Bonhoeffer, D. (1995). *The cost of discipleship*. Touchstone.

Campbell, R., & Chancy, R. (2009). *Mentor like Jesus*. B&H Publishing Group.

Chalk, J. (2013). *Making disciples in Africa*. Langham Global Library.

Cray, G. (2010). *Who's shaping you? 21<sup>st</sup> century disciples*. Cell UK Ministries.

Cray, G. (2013). *Making disciples in fresh expressions of church*. Fresh Expression.

Fernando, A. (2019). *Discipling in a multicultural world*. Crossway Book.

Foss, M. W. (2004). *Power surge: Six marks of discipleship for a changing church*. Fortress Press.

Frost, M., & Hirsch, A. (2009). *ReJesus: A wild messiah for a missional church*. Baker Books.

Jones, J. D. (2005). *Traveling together: A guide for disciple forming congregations*. Alban Institute.

Matthaei, S. H. (2008). *Formation in faith: The congregational ministry of making disciples*. Abingdon Press.

Morgan, A. (2015). *Following Jesus: The plural of disciple is church*. Somerset, UK: ReSource.

Rainer, T. S., & Geiger, E. 2011. *Simple church: Returning to God's process of making disciples*. B&H Publishing.

Scandrette, M. (2011). *Practicing the way of Jesus*. Inter Varsity Press.

Stott, J. (2010). *The radical disciple: Some neglected aspects of our calling*. InterVarsity Press.

Wilkins, M. (1992). *Following the master: A biblical theology of discipleship*. Zondervan.

Willard, D. (2006). *The great omission: Reclaiming Jesus' essential teachings on discipleship*. HarperOne.

Willard, D. (2010). Discipleship. In G. R. McDermott (Ed.), *Oxford Handbook of Evangelical Theology* (pp. 236-246). Oxford University Press.

Wilson, J. R. (2007). *Why church matters: Worship, ministry, and mission in practice*. Brazos Press.

Christian Education & Faith Formation in the Church

- Anthony, M. J. (2001). *Introducing Christian education: Foundations for the 21<sup>st</sup> century*. Grand Rapids, MI: Baker Academic.
- Bracke, J. M., & Tye, K. B. (2003). *Teaching the Bible in the church*. Chalice Press.
- Burgess, H. W. (2001). *Models of religious education: Theory and practice in historical and contemporary perspective*. Evangel Publishing House.
- Burgess, H. W. (2004). *The role of teaching in sustaining the church*. Bristol House, Ltd.
- Copenhaver, M. B. (2017). *To begin at the beginning: An introduction to Christian faith* (3<sup>rd</sup> ed.). Wm. B. Eerdmans Publishing.
- Dillon, C. (2012). *Teaching the gospel through story*. Downers Grove, IL: IVP.
- Farley, E. (2003). *Practicing Gospel: Unconventional thoughts on the church's ministry*. Louisville, KY: Westminster/John Knox Press.
- Foster, C. (2012). *From generation to generation: The adaptive challenge of mainline Protestant education in forming faith*. Eugene, OR: Cascade Books.
- Halverson, D. (2002). *Teaching and celebrating the Christian seasons: A guide for pastors, teachers, and worship leaders*. Chalice Press.
- Galindo, I., & Canaday, M. C. (2010). *Planning for Christian education formation: A community of faith approach*. Chalice Press.
- Groome, T. H. (1980). *Christian religious education: Sharing our story and vision*. Jossey-Bass.
- Groome, T. H. (2011). *Will there be faith? A new vision for educating and growing disciples*. San Francisco, CA: Harper One.
- Matthaei, S. H. (2008). *Formation in faith: The congregational ministry of making disciples*. Abingdon Press.
- Murphy, D. D. (2004). *Teaching that transforms: Worship as the heart of Christian education*. Brazos Press.
- Osmer, R. (2005). *The teaching ministry of congregations*. Louisville, KY: Westminster/John Knox Press.
- Packer, J.I., & Parrett, G. (2010). *Grounded in the gospel: Building believers the old-fashioned way*. Grand Rapids, MI: Baker Books.
- Robinson, A. B. (2005). *What's theology got to do with It? Convictions, vitality and the church*. Alban Institute.

Smith, J. K. A. (2009). *Desiring the kingdom: Worship, worldview, and cultural formation*. Grand Rapids, MI: Baker Academic.

Smith, J. K. A. (2016). *You are what you love*. Brazos Press.

Tye, K. B. (2000). *Basics of Christian education*. Chalice Press.

Westerhoff III, J. (2012). *Will our children have faith?* (3<sup>rd</sup> revised ed.). Morehouse.

Westerhoff III, J. H., & Willimon, W. H. (1994). *Liturgy and learning through the life cycle*. Order of St. Luke Publications.

Williams, C. D. C. (2009). *Learning the way: Reclaiming wisdom from the earliest Christian communities*. Alban Institute.

Willimon, W. H. (2002). *Pastor: The theology and practice of ordained ministry*. Abingdon Press.

Yust, K. M., & Anderson, E. B. (2006). *Taught by God: Teaching and spiritual formation*. Chalice Press.

### Jesus as Teacher

Campolo, T., & Darling, M. A. (2010). *Connecting like Jesus: Practices for healing, teaching and preaching*. Jossey-Bass.

Ferdinando, K. (2013). Jesus, the theological educator. *Themelios* 38(3), 360-374.

Groome, T. H. (2011). To teach (and learn) as Jesus did: Looking to the master at work. In T. H. Groome, *Will there be faith? A new vision for educating and growing disciples* (pp. 19-50). New York, NY: Harper Collins.

Horne, H. H. (1998). *Jesus the teacher: Examining his expertise in education* (Revised and updated by Angus M. Gunn). Kregel.

Rule, P. N. (2017). The pedagogy of Jesus in the parable of the good Samaritan: A diacognitive analysis. *HTS Theological Studies* 73(3), 1-8.

Stein, R. H. (1994). *The method and message of Jesus*. Louisville, KY: Westminster/John Knox Press.

Tolbert, L. (2000). *Teaching like Jesus: A practical guide to Christian education in your church*. Grand Rapids, MI: Zondervan.

### Nonformal Education/Critical Pedagogy

Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Publishing.

Illich, I. (1970). *Deschooling society*. Harper & Row.

Preskill, S., & Brookfield, S. D. (2009). *Learning as a way of leading: Lessons from the struggle for social justice*. Jossey-Bass.