



Foundations of Christian Education
CEEF6301
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Spring 2020

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*New Orleans Baptist Theological Seminary and Leavell College prepare servants
to walk with Christ, proclaim His truth, and fulfill His mission.*

Purpose of the Course

The purpose of this course is to study educational philosophies that have influenced Christian education because of their respective responses to the metaphysical, epistemological and axiological questions. The study provides an investigation into the contemporary influence of alternative philosophies on the ministry of Christian education.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For the 2019-2020 academic year that Core Value is *Spiritual Vitality*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Theological and historical perspective:* Students will develop a personal view as they compare and contrast secular philosophies with Christian, biblical and historical positions and perspectives.
2. *Disciple making:* Principles and practices of education and underlying theories will be explored and applied to contemporary disciple making methodologies and Christian education programs.
3. *Spiritual and character formation:* Students will compose a personal philosophy of Christian education integrating the concepts, principles, and ideas introduced in this course with their own experiences.

Course Description

This course is a study of educational philosophies that have influenced Christian education because of their respective responses to the metaphysical, epistemological and axiological questions. The study provides an investigation into the contemporary influence of alternative philosophies on the ministry of Christian education.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. Apply their knowledge and comprehension of the basic philosophical questions of metaphysics, epistemology, and axiology; and knowledge of the major philosophical movements and their educational implications in order to provide a foundation for the practice of Christian Education in the church.
2. Value the study of philosophy and its implication in the practice of Christian education.
3. Be able to formalize and communicate a personal philosophy of education.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Anthony, Michael and Warren Benson. *Exploring the History and Philosophy of Christian Education*. Eugene, OR: Wipf & Stock Publishers, 2003 (reprinted 2011).

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4th ed. Berrien Springs, MI: Andrews University Press, 2006.

Optional Texts

Estep, James R., Michael R. Anthony and Greg R Allison. *A Theology for Christian Education*, Nashville, TN: Broadman and Holman, 2008.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3rd. Grand Rapids, MI: Baker Academic, 2008.

Course Teaching Methodology

A variety of teaching-learning methods will be employed in this course. Students will engage in personal research, presentations, and class discussions. The professor will present foundational material through lecture and interactive class experiences.

Units of Study

HISTORICAL and PHILOSOPHICAL BACKGROUNDS

- Unit 1: Introduction to Philosophy of Christian Education
- Unit 2: Historical Foundation of Christian Education Pt 1
- Unit 3: The Nature of Philosophy of Christian Education
- Unit 4: Historical Foundation of Christian Education Pt 2
- Unit 5: Traditional Philosophies & Education
- Unit 6: Historical Foundation of Christian Education Pt 3

MODERN PHILOSOPHIES and EDUCATION

- Unit 7: Historical Foundation of Christian Education Pt 4
- Unit 8: Modern Philosophies and Education
- Unit 9: Christian Education in the Post Modern Era
- Unit 10: Contemporary Theories of Education

PHILOSOPHY and CHRISTIAN EDUCATION

- Unit 11: Traditional Philosophies and Educational Theory
- Unit 12: Modern Philosophies and Educational Theory
- Unit 13: A Christian Approach to Education
- Unit 14: Refining a Personal Philosophy of Education

Assignments and Evaluation Criteria

Unless specified, all papers should be double-spaced, written according to Turabian guidelines regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Reading and Quizzes.** Students will read *Exploring the History and Philosophy of Christian Education* as well as *Philosophy and Education*. Students will also be asked to report the quantity of the text read for a numerical grade. Five quizzes will be given throughout the semester on the unit reading. Students will be expected to discuss the content of the two texts as well as incorporate ideas and principles presented in these texts into their *Personal Philosophy of Education* paper. **Due Date: 5/7/20**
2. **Philosophy of Education Presentation and Handout.** Students will be assigned one of the five philosophies detailed in *Philosophy and Education*. Students will prepare a class presentation and 5-6 page companion handout on an assigned philosophy and related/emerging educational theories. Students should draw on sources beyond the primary texts. Content should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the philosophy (3-4 pages) and related/emerging educational theories (1 page). The document should also include implications for contemporary Christian education (1 page). Handouts are expected to be available to other students via discussion boards following the class presentations. Format does not have to be Turabian, creativity in design and layout is encouraged. **Preliminary presentation and handout Due Date: 3/26/20**
3. **Reaction Paper.** Students will also generate a 2-3 page reaction paper detailing how their assigned philosophy and theory relates to the other philosophies and educational theories. Analyze, compare and contrast the principle ideas. **Due Date: 4/16/20**
4. **Group Presentations.** Students with the same assigned philosophy will be teamed together and expected to collaborate to prepare and present the assigned philosophy and an educational theories to the class. Presentations will be scheduled during class time. **Due Date: 3/26/20 Presentations 3/26 & 4/2/20**
5. **Personal Philosophy.** Students will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of the NOBTS/Leavell College Manual of Form and Style with the proper NOBTS cover page. See the guide and the rubric included in this syllabus for further instructions. **Due Date: 5/14/20**
6. **Participation.** Students are expected to actively participate in class discussions. A grade will be assessed based upon attendance, attentiveness, and attitude.

Course Policies

Writing Assignments: Unless specified, all papers should be double-spaced, written according to the most recent edition of Turabian regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

Evaluation of Grade

The student's grade will be computed as follows:

Reading and Quizzes	15%
Philosophy and Theory Presentation	15%
Philosophy and Theory Handout	15%
Team Presentations	15%
Reaction Paper	10%
Personal Philosophy of Education	20%
Class Participation	10%

The course will use the NOBTS grading scale as listed below:

A	93-100
B	85-92
C	77-84
D	70-76
E	Below 70

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Late Work

An automatic 10-point deduction will be taken for work submitted after the due date. Additional points will be deducted based on the number of days the submission is late.

Suggested Course Schedule

<u>Date</u>	<u>Class Session</u>	<u>Topic of Study</u>
1/21	1A	Course Introductions and Overview
1/23	1B	Hebrew Origins of Christian Education (Anthony, Ch 1)
1/28	2A	Greek Education and Philosophical Thought (Anthony, Ch 2)
1/30	2B	Roman Education and Philosophical Thought (Anthony, Ch 3)
2/4	3A	The Nature of Theology and Education (Knight, Ch 1)
2/6	3B	Philosophic Issues in Education (Knight, Ch 2)
2/11	4A	Christian Education in the Early Church (Anthony, Ch 4)
2/13	4B	Christian Education in the Middle Ages (Anthony, Ch 5)
2/18	5A	Traditional Philosophies and Education (Knight, Ch 3)
2/20	5B	Christian Education in the Renaissance (Anthony, Ch 6)
2/25		Mardi Gras
2/27	6A	Christian Education in the Reformation (Anthony, Ch 7)
3/3	6B	European Origins of Modern C. E. (Anthony, Ch 8)
3/5	7A	Early Origins of the Sunday School Movement (Anthony, Ch 9)
3/10	7B	Christian Education in Colonial America (Anthony, Ch 10)
3/12	8A	Modern Philosophies and Education (Knight, Ch 4)
3/16-3/20		Spring Break
3/24	8B	Christian Education in the Nineteenth Century (Anthony, Ch 11)
3/26	9A	Presentation – Idealism
3/31	9B	Presentation – Realism
4/2	10A	Presentation – Neo Scholasticism
4/7	10B	Presentation - Pragmatism
4/9	11A	Presentation – Existentialism
4/14	11B	Christian Education in the Twentieth Century (Anthony Ch 12)
4/16	12A	The Post Modern Impulse /Intro to Theories of Education (Ch 5)
4/21	12B	Contemporary Theories of Education (Knight, Ch 6)
4/23	13A	Analytic Philosophy and Education (Knight, Ch 7)
4/28	13B	Philosophical Foundations of Christian Education (Anthony Ch 13)
4/30	14A	Developing a Personal Philosophy of Ministry (Anthony, Ch 14)
5/5	14B	A Christian Approach to Philosophy (Knight, Chs 8-9)
5/7	15A	A Christian Approach to Education (Knight, Ch 10)
5/12	15B	Refining a Personal Philosophy of Education
5/14	16A	Final – Personal Philosophy Paper Due

CEEF 6301 Foundations in Christian Education
Personal Philosophy of Education Guide

1 Peter 3:13-16 says, “*Who is there to harm you if you prove zealous for what is good? But even if you should suffer for the sake of righteousness, you are blessed. And do not fear their intimidation, and do not be troubled, but sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence; and keep a good conscience so that in the thing in which you are slandered, those who revile your good behavior in Christ will be put to shame.*”

The purpose of this work is to cause you to think through the things that you believe about ministry philosophy and to be able to make a biblical defense of those concepts.

Use the following components of a personal philosophy of ministry, **Biblical Matters**, **Theological Matters**, **Philosophical Matters**, and **Praxis Matters**, to outline your personal philosophy of ministry in the areas listed below. Be sure to explain each of the components (Biblical, Theological, Philosophical, Praxis) for each area listed below completely giving scriptural evidence for your reasons. Cite the Scripture, and explain how it supports your position.

1. The Purpose of Education
2. The Role and Nature of the Teacher
3. The Role and Nature of the Learner
4. Purpose and Goals of Curriculum
5. Instructional Methodology
6. Learning Environment
7. Outcomes and Assessment

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Rubric for Personal Philosophy Paper CEEF 6301

Discipleship and Ministry Leadership Division, New Orleans Baptist Theological Seminary

Student: _____

Date: ___/___/___

Professor: _____

ELEMENT	Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
Understanding	Shows inadequate understanding of educational philosophy	Shows adequate understanding of educational philosophy	Shows good understanding of educational philosophy	Shows excellent understanding of educational philosophy	___/10
	Demonstrates little or no understanding of a philosophy of Christian Education	Demonstrates some understanding of a philosophy of Christian Education	Demonstrates good understanding and reflection on philosophy of Christian Education	Demonstrates excellent understanding and reflection on philosophy of Christian Education	___/10
	Fails to include Philosophy elements or components	Includes some Philosophy elements or components	Includes most Philosophy elements or components	Includes all Philosophy elements or components	___/10
	Provides no scriptural support for any components of the philosophy	Provides scriptural support for some components of the philosophy	Provides scriptural support for most components of the philosophy	Provides scriptural support for each component of the philosophy	___/10
Total:					___/40

ELEMENT	Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
Application	Shows inadequate integration of biblical theology with philosophy	Shows adequate integration of biblical theology with philosophy	Shows good integration of biblical theology with philosophy	Shows excellent integration of biblical theology with philosophy	___/10
	Makes poor practical application to teaching ministry	Makes adequate practical application to teaching ministry	Makes good practical application to teaching ministry	Makes excellent practical application to teaching ministry	___/10
	Fails to explain ideas clearly and concisely	Explains some ideas clearly and concisely	Explains most ideas clearly and concisely	Explains all ideas clearly and concisely	___/10
	Poor development of personal philosophy of Christian education	Adequate development of personal philosophy of Christian education	Good development of personal philosophy of Christian education	Excellent development of personal philosophy of Christian education	___/10
Total:					___/40

ELEMENT		Unsatisfactory 0 - 1	Partially Proficient 2-3	Proficient 4	Exemplary 5	Points
Communication	Organization	Uses an incoherent structure that fails to group related ideas	Uses an inconsistent structure that attempts to group related ideas	Uses a structure that groups some related ideas in a logical progression	Uses a consistent structure that groups related ideas in a logical progression	___/5
		Demonstrates poor writing skills: structure, grammar, word usage, spelling	Demonstrates adequate writing skills: structure, grammar, word usage, spelling	Demonstrates good writing skills: structure, grammar, word usage, spelling	Demonstrates excellent writing skills: structure, grammar, word usage, spelling	___/5
	Style	Shows poor use of Turabian writing guidelines in headings, spacing, and citations	Shows adequate use of Turabian writing guidelines in headings, spacing, and citations	Shows proficient use of Turabian writing guidelines in headings, spacing, and citations	Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations.	___/5
	Writing Mechanics	Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and requires revision.	Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.	Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	___/5
Total:						/20
Total Score					___/100	

Additional Comments: