

CEEF6301 Philosophical Foundations
New Orleans Baptist Theological Seminary
Division of Christian Education Ministries
Hybrid (8/29, 9/12, 9/26, 10/10, 10/24, 11/7, 11/28, 12/5)
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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Division of Christian Education Ministries Mission Statement

The mission of the Christian Education Ministries Division is to equip servant leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by stimulating personal and spiritual growth of students and faculty, providing quality academic training, exploring the practical dynamics of Christian Education Ministries, and evaluating all that is done by using the mission and core values of New Orleans Baptist Theological Seminary.

Core Value Focus

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.

Curriculum Competencies

This course supports the NOBTS competencies of Biblical Exposition, Disciple Making, Interpersonal Skills, Servant Leadership, and Spiritual and Character Formation. The purpose of this course is to help provide a Christian theological heritage competency to Christian Education students.

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

In order to serve churches effectively through Christian Education, the student should, by the end of the course:

1. Be able to 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 education.
3. Be able to formalize a personal philosophy of education.

Course Teaching Methodology

Internet discussion threads; Internet PowerPoint presentations; analysis and critique; on-campus class meetings; discussions; questions and answers; video clips; on-campus PowerPoint presentations; intense research; personal, theological, and philosophical synthesis of viewpoint; presentation of viewpoint; defense of viewpoint.

Textbooks

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4th ed. Berrien Springs, MI: Andrews University Press, 2006: ISBN: 978-1-883925-54-3.

Pazmino, Robert W. *God, Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker Academic, 2001. ISBN: 0-8010-2284-3.

Course Requirements

1. **Readings:** Text readings are in the course outline. These readings should be accomplished previous to participating in the threads or the next class session.
2. **Discussion Threads:** Students will have two forum discussions in each of the first seven units of the semester. These forum discussion issues are listed in the course outline. Each student must react to each issue or another student's viewpoint on each issue at least three times per unit. That means that the student should have posted six times per unit (three times for each discussion). Each of these participations must include the following to be counted as a valid participation. One: the student must carefully and completely elucidate his own opinion. Two: The student should support his position doctrinally or Biblically. Three: The student should argue his opinion utilizing the texts, another from the bibliography or points from the class presentations. These sources should be cited by Biblical reference, page number, or quote. The professor may intervene before the conclusion of the unit and ask the student for further discussion in order for a participation to count. These participations are pass—fail. If the student does not participate or if he/she does not meet the requirements of the participation, the student will lose one point on the final grade. These participations cannot be made up. They must be submitted during the unit (by the time

of the next class meeting.)

3. **Research Paper and Defense: My Personal Philosophy Of Education:** Students will write a *Personal Philosophy of Education*. This work should be typed and double-spaced following the guidelines of the current edition of *Turabian* with the proper NOBTS cover page. The text should be a minimum of twenty pages. The collection of the chapters (see below) will be due on a date decided in class (either Nov. 7, Nov. 28, or Dec. 5.) On that date, the student will present and defend his personal philosophy. This paper should have these foci: appropriate research, the student's own well-reflected thoughts, a Conservative Christian world-view, Biblical principles, and application to the church. All of these should be reflected in the citations.

This paper should have the following chapters—please note that each chapter has its own due date. If not submitted on the due date, the student will suffer a late fee of five points per class meeting. Except for the entire paper, these chapters should be submitted in hard copy at the appropriate class meeting.

Chapter 1: My ontology. Due Oct. 10

Chapter 2: My epistemology, Due Oct. 10

Chapter 3: My axiology, Due Oct. 10. This chapter must have subheadings on ethics and aesthetics.

Chapter 4: Who is the student? Due Oct. 24.

Chapter 5: Who and/or what is the teacher? Due Oct. 24.

Chapter 6: What is the curriculum? Due Nov. 27.

Chapter 7: What should be the method? Due Nov. 27.

Chapter 8: What is the school? Due Nov. 27.

Grading parameters for this paper will be cogency (makes sense and without contradiction), scholarly, sufficient citations, sufficient sources, and thoroughness. Use the Philosophy of Education Guide in this syllabus. On the day of presentation, the student should present two copies to the professor and one to every other student. If given two days lead time by e-mail, the professor will print these copies. The presentation and should last about forty minutes. The student should plan about 15 minutes for questions and defense.

Course Evaluation

Research Paper: 100 %

Threads: The thread participations are pass-fail. Each participation not fulfilled will cause a one point loss on the final grade.

Course Outline, Readings, and Assignments

August 29: Unit I: Introduction to the course, the syllabus and the discipline.

Preparatory reading: Knight, pps. 3-14.

Threaded discussion one: What might I get out of this class? How do I suppose that philosophy and the philosophy of education might "sharpen my ax."

Threaded discussion two: In your experience with church and school

education, what has been the focus: means or ends?

September 12: Unit II: Basic Philosophical Issues and Educational Relevance

Preparatory reading: Knight, pps. 15-40, 169-202.

Threaded discussion one: What is the relation of revelation and reason?

Does God use both to bring the saved to truth?

Threaded discussion two: How much of learning is outside of a learner's experience (objective) and how much of learning should be a reflection of the learner's experience (subjective)?

September 26: Unit III: Traditional philosophies of Education

Preparatory reading: Knight, pps. 41-146, Pazmino, pps. 9-36.

Threaded discussion one: An educational application of "realism" is a focus on observational, evidential science. On the other hand, "idealism" has a focus on leading the student to be a student who creates and understands ideas by studying philosophy, literature, and the arts. Which is the better focus to you? What is the Biblical focus?

Threaded discussion two: "Pragmatist" educators consider that the focus of learning is to lead the student through experiences so that they may learn from their consequences. Should this be a focus of discipleship learning? How would that be implemented in the local church?

October 10: Unit IV: Who is the Student? Who or what is the Teacher?

Preparatory reading: Knight, pps. 163-168, 203-220, 267-282; Pazmino, pps. 37-86.

Threaded discussion one: What is your viewpoint as to the nature of the student? How does that viewpoint apply itself in the learning environment?

Threaded discussion two: On page 216, Knight lists an organization of the "aims of education that inform teaching." Would you adjust or change that list? How so? Why or why not?

Writing assignments due:

Chapter one: What is my ontology?

Chapter two: What is my epistemology?

Chapter three: What is my axiology?

October 24: Unit V: What is the Curriculum: What is the Method? What is the School?

Preparatory reading: Knight: pps. 221-266; Pazmino, pps. 87-172.

Threaded discussion one: What do you think is the most important goal to reach in constructing a curriculum? For what goals does the modern school construct its curriculum?

Threaded discussion two: If you were given an unending budget and the authority to completely oversee the curriculum in the local secondary school, what would it be?

Writing assignments due:

Chapter IV: Who is the student?

Chapter V: Who or what is the teacher?

November 7: Unit 6: Presentations and Defense

Writing assignments due:

Chapter VI: What is my curriculum?

Chapter VII: What is the appropriate method?

Chapter VIII: What is the school?

Presentation 1: _____

Presentation 2: _____

November 28: Unit 7: Presentations and Defense

Presentation 3: _____

Presentation 4: _____

December 5: Unit 8: Presentations and Defense

Presentation 5: _____

Presentation 6: _____

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Mandatory Attendance in Hybrid Classes—No Exceptions

In order to receive on-campus credit for this course, your attendance at every class meeting is mandatory. The Dean will allow no exceptions to this rule. If you miss a class meeting for any reason, you will be required to transfer to the online section, pay the additional internet fee, and you will not receive on-campus credit for this course. Why? Missing one class will disqualify the Seminary from receiving your SBC Cooperative Program stipend for your attendance in this on-campus course.

Philosophical Foundations CEEF 6301
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 and to be able to make a biblical defense of those concepts. Answer each of the following questions **completely** giving scriptural proofs for your reasons. Quote the Scripture, and explain how it backs your position.

Metaphysical Questions:

1. What is ultimately real?
2. Where did the universe come from?
3. Why do we exist?

Epistemological Questions:

1. What is true?
2. Is truth relative or absolute?
3. Is knowledge subjective or objective?

Axiological Questions:

What is of value?

Ethics:

1. What is good?
2. Are ethical standards and moral values absolute or relative?
3. Does the end ever justify the means?
4. Who or what forms the basis of ethical authority?

Aesthetics:

1. What is beautiful?
2. What is "good" art? By what standard, if any, can art be labeled "beautiful" or "ugly?"
3. Does beauty inhere in the art object itself, or does the eye of the beholder supply beauty?

Educational Principles:

1. What is the purpose of education?
2. What is the role of the teacher?
3. What is the role of the learner?
4. What is the appropriate curriculum for education?

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