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Course Description

An analytical survey will be made of the historical development of Christian education, the major philosophical perspectives of education, and the theological foundations for intentional, consistent, and life-long spiritual formation in the local church. Students will research and discuss selected educational trends in history, major contemporary philosophical perspectives of education, and the theological implications of effective educational practice. Finally, students will develop a personal philosophy of Christian education that provides practical direction for discipling present and prospective church members of all ages.

Learning Objectives

Learning Goals and Objectives:

1. Students will demonstrate understanding of the Disciplers' Model as a framework for intentional and consistent spiritual formation in local churches by correctly defining and describing the seven elements of the Model.
2. Students will demonstrate understanding of the scope of the seminar by describing in their own words the place of history, philosophy, and theology in the study of Christian education.
3. Students will demonstrate understanding of the historical precedents, philosophical perspectives, and theological constructs of contemporary Christian Education by doing such things as these:

Writing and presenting research on an assigned historical age, educational philosophy, and theological element as these relate to contemporary Christian education thought and practice.

Preparing visual aids and analytic questions to support the presentation of research to fellow students.

4. Students will demonstrate understanding of the history, philosophy, and theology of Christian Education by synthesizing a "Framework for Growing Believers in the Lord in the Local Church (Eph 4:15)" from personal research and presentations in the seminar.

Objective 1,2 are pre-seminar assignments (reading texts and powerpoints, viewing video tapes). Objective 3 is accomplished in the three seminar meetings with assigned topics and presentations. Objective 4 is a post-seminar assignment.

Core Texts:

Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids, MI: Baker Academic, 2001.

_____ and Warren S. Benson. *Exploring the History & Philosophy of Christian Education: Principles for the 21st Century*. Grand Rapids, MI: Kregel Publications, 2003.

Estep, James R., Michael J. Anthony, and Gregg R. Allison. *A Theology for Christian Education*. Nashville: B&H Publishers, 2008.

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

Course Outline

Pre-seminar Preparation

1. Read course-related materials: Syllabus, Welcome, Introduction to History, Philosophy, and Theology of Christian Education (Blackboard "Course Documents")
2. Read preliminary materials related to Theology of Christian Education: ("Course Documents")
 - > View introductory video: "Theory and Practice: History, Philosophy, and Theology in the Pursuit of Intentional and Long-term Spiritual Growth in the Local Church"
 - > Power point: "The Disciplers' Model"
 - > Power point: "The Christian Teachers' Triad"
 - > Power point: "The Role of Scripture in Christian Education" (2011 NAPCE* keynote)
*North American Professors of Christian Education (www.napce.org)
3. Research assigned historical era in Christian Education:
 - > Old Testament Roots: Religious education in Israel
 - > New Testament Roots: Christian Education in the Early Church
 - > Christian Education in the Reformation (16th-17th centuries)
 - > Christian Education in Early America (late 18th and 19th centuries)
 - > Christian Education in Twentieth Century America
Core text: Anthony and Benson
4. Work with your team to prepare formal presentation of principles gleaned from your research.
 - > Synthesize elements drawn from your assigned historical viewpoint with insights gained from readings.

- > Consider practical problems in contemporary local church Christian Education and address these from your findings
- > Write as a team a 12-15 page formal paper presenting your findings and solutions. (option: write three individual 4-5 page papers over chosen sub-themes)
- > Prepare engaging ("conversational lecture") presentation and powerpoint highlighting key issues of your paper (30 minute presentation). Explain context and principles clearly (*instruct*, but avoid reading your paper). Engage your colleagues with questions to insure understanding (*dialogue*, but avoid superficial chatting). At the conclusion of your presentation, facilitate a 30-minute discussion of themes.

First Session, September 13-14, 2012

Thursday

1. Yount: Welcome powerpoint/video
2. Present papers/powerpoints in historical order. (30 minutes)
3. Presenters facilitate discussion over key points and questions of the group. (30 minutes)
4. Seminar participants divided into two groups for the remaining class time Thursday
 - > Reflect on presentations within your group
 - > Analyze the various historical viewpoints in light of Scripture
 - > What five principles have you learned from history that will guide future planning and practice in your various Christian Education programs?

Friday

1. Each group presents summary of their discussions on Scripture and their "five principles."
2. Yount: "Three Problems of Philosophy and Five Problems of Education: Five Major Views"
3. Assignments made for research and presentation on Philosophy and Christian Education.

Essentialism: "The Essentials"

- > Idealistic education (Plato)
- > Realist education (Aristotle)

Perennialism: "Mental discipline"

- > Neo-Thomist education (Aquinas, Roman Catholic education)

Progressivism: "Democratic problem-solving"

- > Pragmatic education (Dewey)

Existentialism: "Self and Individual choice"

- > Existential education (Kierkegaard)
- > Humanistic education (Maslow, Summerhill School)

Postmodernism: "Relativism and social diversity"

- > Pragmatic education: "Democratic problem-solving"
 - > Existential education: "Self and individual choice"
 - > Marxist education: "It Takes a Village" (Vygotsky)
- core text: Knight

4. The remainder of the Friday seminar can be used in library research on your assigned philosophy.

Second Session, November 1-2, 2012

Preparation

See "4. Prepare Formal Presentation. . ." (p. 2-3) for guidelines

Thursday

1. Yount: "Overview: Philosophy and Education"
3. Present papers/powerpoints on philosophical positions.
4. Presenters will facilitate discussion over key points and questions of the group
5. Seminar will be divided into two groups for the remaining class time Thursday
 - > Reflect on presentations within your group
 - > Analyze the various philosophical viewpoints in light of Scripture
 - > What five principles have you learned from philosophy that will guide future planning and practice in your various Christian Education programs?

Friday

1. Each group will informally present a summary of their discussions on Scripture and their "five principles."
2. Yount: "A Theology of Christian Education"
3. Assignments will be made for research and presentation on Theology and Christian Education.
 - > The Role of God in Christian Education: Father, Son, and Holy Spirit
 - > *The Role of Scripture in Christian Education* (Yount: NAPCE key-note)
 - > The Role of Pastor-Teacher in Christian Education ("Beyond source of wisdom")
 - > The Role of Learner in Christian Education ("Beyond passive receiver")
 - > The Role of Method in Christian Education ("Beyond structured telling")
 - > The Role of Outcome in Christian Education ("Beyond Ten More Next Sunday")
 - > The Role of Social Impact in Christian Education: Church *koinonia* ("Beyond Self")
 - > The Role of Social Impact in Christian Education: Community and the World ("Beyond Us")
3. The remainder of the Friday seminar can be used in library research to engage theological issues in Christian Education.

Third Session, November 29-30, 2012

Preparation

Read Chapter One, "A Theology of Christian Education" in *Teaching Ministry of the Church*, 2nd ed (2008) - Posted on Blackboard

See "4. Prepare Formal Presentation. . ." (p. 2-3) for guidelines

Thursday

1. Yount: "Overview: Theology and Education"
2. Present papers/powerpoints on assigned theological elements.
3. Presenters will facilitate discussion over key points and questions of the group
4. Seminar will be divided into two groups for the remaining class time Thursday
 - > Reflect on presentations within your group
 - > Analyze the various theological viewpoints in light of Scripture
 - > What five principles have you learned from philosophy that will guide future planning and practice in your various Christian Education programs?

Friday

1. Each group will informally present a summary of their discussions on Scripture and their "five principles."
2. Yount: "The Ideal and the Ordeal: Academic Discourse and Local Church Realities"
3. Assignment: Write a personal reflection on the history, philosophy, and theology of Christian education. Make this an academic paper with personal applications. Reference seminar papers and research already done.
3. Group lunch

Extended Bibliography for Reference

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