



History, Philosophy, and Theology of Christian Education CEEF 9401

New Orleans Baptist Theological Seminary
Christian Education Division

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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.

[Purpose and Core Value](#)

The purpose of this seminar is to support theological education for Ph.D. students in foundational issues related to the Teaching Ministry of the Church. The course will include an emphasis on the seminary’s 2015-2016 core value focus: **Missions**.

[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.

[Curriculum Competencies Addressed](#)

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders within the local church.
2. *Servant Leadership*: Determine how the local church leaders can serve one another while still providing the appropriate leadership required for the local church at large.
3. *Spiritual and Character Formation*: As a leadership team intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

[Learning Objectives](#)

1. Students will demonstrate understanding of the Disciples' Model as a framework for intentional, consistent spiritual formation in local churches by doing such things as:

Defining and describing the seven elements of the Model.

Explaining the two sources of imbalance that hinders intentional spiritual formation

Differentiating the work of disciplers and of the Discippler in Christian Education

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 and practice 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 PowerPoint visuals and analytical 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 writing a post-seminar paper ["A Framework for Growing Believers in the Lord in the Local Church (Eph 4:15)"] from seminar research and presentations.

[Instructions for Enrolling in NOBTS Blackboard](#)

Step 1: Open your web browser to the seminary home page at <http://www.nobts.edu>

Step 2: Click on the **Blackboard** tab.

Step 3: When the new page opens, log in on your account. Proceed to Step 6.

*If you do not have an account, choose the **Create Account** button on the left.*

Step 4: Enter in your information. (Note: Fields with a red asterisk are required fields). When finished entering your information, click **Submit**.

Step 5: When the next page loads, confirming your registration, click **OK**.

(Note: You only need to create one account on NOBTS Blackboard. You do not need a new account for each class.)

Step 6: Your personal NOBTS – Blackboard home page will appear. Click on the **Courses** tab at the top of the page to enroll in a class.

Step 7: Click on **Browse Catalog Section**, then click on **NOBTS Main Campus and Extension Center**. Click on **Doctoral**. Click on **Research Doctoral**.

Step 8: Look for **CEEF9401RY**. Click on the **Enroll** button at the right side of the screen.

Step 9: Click **Submit**.

Step 10: Click **OK** when the confirmation page appears.

Course Teaching Methodology

This course will utilize directed readings, conversational lecture, academic writing, creative student presentation, and discussion to secure accomplishment of course objectives.

Required 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.

These textbooks will be used in preparation for each of the three on-campus sessions. Secure the four texts and begin reading them in this *suggested order*: Anthony (2001), Anthony and Benson (2003), Knight (2006), Estep (2008). **Assignments** are described below.

Assignments and Evaluation Criteria

Late Assignments

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are expected on the due date as indicated in the Course Schedule. Late assignments will not be accepted. **No grades of incomplete will be issued for this course.**

Assignment Formatting

- Use Turabian format for formal papers.
- Write papers in passive voice (“Articles were read” vs. First person active “I read articles” or third person active “The researcher read articles”).
- Use double space lines and 12 point Times New Roman font
- Revise formal papers to insure correct spelling, proper grammar, and pagination
- Staple assignments (*no report covers please*) with a standard cover page
- Post on Blackboard for class. **Provide a hard copy of your written work for the professor for on-campus assignments**

Required Assignments Summary

- Personal Introductions - **Due on Blackboard Monday, August 31**
- Session One Assignments - **Due: Sep 25 (personal research paper due 9/21)**
- Session Two Assignments - **Due: Nov 6 (personal research paper due 11/2)**
- Session Three Assignments - **Due: Dec 4 (personal research paper due 11/30)**
- Reflection Paper - **Due: Dec 21**

Personal Introduction

After you sign in to the Blackboard site, go to “**Personal Introductions**” under “**Discussion Boards.**” Create a new thread using your first and last name. Introduce yourself according to guidelines in the folder.

Pre-Seminar Preparation

1. Read the introductory notes in the “**Introductory Notes**” folder under “**Seminar Preparation.**”
2. View introductory PowerPoint and PDF materials related to Christian Education under “**Course Documents.**” These are . . .
 - > "The Disciplers' Model"
 - > "The Christian Teachers' Triad"
 - > "The Role of Scripture in Christian Education." Connect PPT with the accompanying PDF file "The Role of Scripture in Christian Education," Two keynote addresses (Yount) at the 2011 annual meeting of the North American Professors of Christian Education, *now known as Society of Professors in Christian Education - SPCE* (<http://www.spceonline.org/>)

Session One Assignment: Sep 25-26

1. Research assigned historical era in Christian Education.

See your assignment in “**History Assignments**” under “**Course Documents.**” Begin with Anthony and Benson, but extend your research beyond this core text.

 - > 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
2. Work with your assigned team (email, skype) to prepare formal presentation of principles gleaned from your research.
 - > Synthesize elements drawn from your assigned historical era with insights gained from introductory readings, course texts, and the Bible.
 - > Consider practical problems in contemporary local church Christian Education (ie, “intentional, consistent, long-term discipleship”) and address these from your findings
 - > Write an individual paper, 8-10 pages, presenting your findings and solutions. (Each member of the team write a paper for submission.)
 - > Prepare, as a team, an engaging 25-30 minute presentation and PowerPoint highlighting key issues drawn from your papers.
 - > Follow “**Suggestions and Warnings concerning Group Presentations**” under “**Course Documents**” to insure a good group effort.

First Session, September 25-26, 2015

Friday 1:00 – 4:00 pm, 6:00-9:00 pm

1. Welcome and Introduction to the Seminar theme (Drs. Yount/Stone).
2. Present papers/powerpoints in historical order. (25 minutes each)
3. Discussion over key points and questions of the group. (Yount/Stone)
4. 10 minute break between presentations / set-up of next group
5. Two groups will be formed for the remaining class time Friday
 - > Reflect as a group on all presentations
 - > Discuss the various historical viewpoints and applications in light of Scripture
 - > Describe five principles you learned from history that will guide future planning and practice in your various Christian Education programs.

Saturday 8:00 – 11:00 am

1. Two groups informally present summaries of their discussions on Scripture and their "five principles."
2. Yount presentation: "Three Problems of Philosophy and Five Problems of Education: Five Major Views"
3. Group Assignments made for research and presentation on "**Philosophy** and Christian Education." Core text: Knight

Essentialism: "The Essentials"

1. Idealistic education (Plato)
2. Realist education (Aristotle)

3. Perennialism: "Mental discipline"

Neo-Thomist education (Aquinas, Roman Catholic education)

4. Progressivism: "Democratic problem-solving"

Pragmatic education (Dewey)

5. Existentialism: "Self and Individual choice"

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

Yount:

Postmodernism: "Relativism and social diversity"

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

The remainder of the Saturday morning seminar can be used (1) working with your assigned group in planning the Nov presentations on philosophy of education, or (2) library research on your assigned philosophy.

Second Session, November 6-7, 2015

Preparation

Review Philosophy Matrix (8x6 cell chart). Contrast your assigned philosophy with all others.

Work with your assigned team (email, skype) to prepare a formal presentation of principles gleaned from your research.

- > Synthesize elements drawn from your assigned philosophy with insights gained from introductory readings, course texts, and the Bible.
- > Consider practical problems in contemporary local church Christian Education (ie, "intentional, consistent, long-term discipleship") and address these from your findings
- > Write an individual paper, 8-10 pages, presenting your findings and solutions. (Each member of the team write a paper for submission.)
- > Prepare, as a team, an engaging 25-30 minute presentation and PowerPoint highlighting key issues drawn from your papers. See "[Suggestions and Warnings . . .](#)" under "[Course Documents](#)" for guidelines.

Friday, Nov 6, 1:00-4:00, 6:00-9:00

1. Introduction to Philosophy and Education (Yount)
2. Present papers/powerpoints on philosophical positions (25-30 minutes each).
3. Discussion of key points and questions of the group (Yount/Stone: 25 minutes)
4. Seminar will be divided into two groups for the remaining class time Friday
 - > Reflect on philosophical presentations within your group
 - > Discuss the various philosophical viewpoints in light of Scripture
 - > Describe five principles have you learned from philosophy that will guide future planning and practice in your various Christian Education programs.

Saturday, Nov 7, 8:00 – 11:00 am

1. Two groups informally present summaries of their discussions on Scripture and their "five principles."
2. Yount: "A Theology of Christian Education"
3. Group Assignments will be made for research and presentation on **Theology** and Christian Education.
 - > Yount: The Role of Scripture in Christian Education
 1. The Role of God in Christian Education:
Father, Son, and Holy Spirit
 2. The Role of Pastor-Teacher in Christian Education
"Beyond source of wisdom"
 3. The Role of Learner in Christian Education
"Beyond passive receiver"
 4. The Role of Method in Christian Education
"Beyond structured telling"
 5. The Role of Outcome in Christian Education
"Beyond Ten More Next Sunday"

6. The Role of Social Impact in Christian Education: Church and World ("Beyond Self")

3. The remainder of the Saturday morning seminar can be used (1) working with your assigned group in planning the Dec 5 presentations on the theology of Christian education, and (2) 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 under "Content"

Work with your assigned team (email, skype) to prepare formal presentation of principles gleaned from your research.

- > Synthesize elements drawn from your assigned theological element with insights gained from introductory readings, course texts, and the Bible.
- > Consider practical problems in contemporary local church Christian Education (ie, "intentional, consistent, long-term discipleship") and address these from your findings
- > Write an individual paper, 8-10 pages, presenting your findings and solutions. (Each member of the team write a paper for submission.)
- > Prepare, as a team, an engaging 25-30 minute presentation and PowerPoint highlighting key issues drawn from your papers. See "[Suggestions and Warnings . . .](#)" under "[Course Documents](#)" for guidelines.

Friday, Dec 4, 1:00-4:00, 6:00-9:00

1. Yount: Introduction to Theology and Education
2. Present papers/powerpoints on assigned theological elements. (25-30 min)
3. Discussion over key points and questions of the group. (Yount/Stone)
4. 10 minute break between presentations / set-up of next group
5. Two groups will be formed for the remaining class time Friday
 - > Reflect as a group on all presentations
 - > Discuss the various theological viewpoints and applications in light of Scripture
 - > Describe five principles you learned from theology that will guide future planning and practice in your various Christian Education programs.

Saturday, Dec 5, 8:00-11:00 am

1. Two groups informally present summaries of their discussions on Scripture and their "five principles."
2. Yount: "The Ideal and the Ordeal: Academic Discourse and Local Church Realities"
3. Begin work on your post-seminar Reflection Paper on the history, philosophy, and theology of Christian education. Part 1 of this academic paper will be anchored in course presentations and principles. Part 2 of this paper will project practical implications of and personal commitments for *intentional spiritual formation in our churches*. Reflection Paper is titled "An Integrated Framework for Growing Believers in the Lord in the Local Church (Eph 4:15)." Deadline: **December 21**.

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