



Contemporary Context of Christian Education CEAL9402

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 and its ministries.

Purpose of the Course

The purpose of this course is to equip the student to minister more effectively in our current society, by understanding the present and preparing for the future. This course will support the seminary's core value focus.

Core Value Focus

The seminary core value emphasis for 2013-14 is *Doctrinal Integrity*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical exposition: Biblical basis for Christian Education is explored.
2. Theological and historical perspective: Theology and History of Christian Education will be examined
3. Servant Leadership: Enlistment, training, equipping and encouragement of volunteers is facilitated. Relationship building is a key component of the course..
4. Disciple Making: The basic model of education involves replication of discipleship.
5. Characteristic Excellence: Excellence as a minister is explored.

Course Description

A survey is made of the changing context of Christian Education including (but not exclusively) local church, church planting, missionary settings, and Christian schools. Special attention is given to emerging church organizational models and their impact on complementary Christian Education. Emphases will include sociological, educational, and denominational influences on the design and delivery of Christian Education. An effort is made to enhance the student's understanding of the world confronting Christian Education and to equip the student to impact more effectively this world as a Christian Educator.

The course will be Thursday from 1:00-9:00 pm and Friday from 8:00am-11:00am on February 20-21, April 10-11 and May 1-2.

Learning Objectives

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

1. Investigate current and future societal issues and trends in Christian Education.
2. Demonstrate an understanding of the world which presently confronts the Christian Educator.
3. Identify opportunities for Christian Education and apply sound Christian Education principles to various cultural settings both within and outside of the church.
4. Formulate a personal view of the relationship between the Christian Education in a changing culture and church contexts.
5. Consider ways to become an effective change agent in confronting societal issues through Christian Education.
6. Articulate his/her personal values as related to contemporary Christian 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 - Historical/Theological Context

Lingenfelter, Sherwood. *Transforming Culture*. Grand Rapids, MI: Baker Books, 1998.

Pazmino, Robert W. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1992.

Seymour, Jack L. and Donald E. Miller. *Theological Approaches to Christian Education*. Nashville, TN: Abingdon Press, 1990.

Seymour, Jack L., Donald E. Miller, and Sara P. Little. *Contemporary Approaches to Christian Education*. Nashville, TN: Abingdon Press, 1982. **(Chapter 1 only)**

Required Texts - Contemporary Context

Barna, George. *Futurecast: What Today's Trends Mean for Tomorrow's World*. Austin, TX: BarnaBooks, 2011.

Coley, Kenneth S. *The Helmsman: Leading with Courage and Wisdom*. Colorado Springs, CO: Purposeful Design Publications, 2006.

Iorg, Jeff. *The Case for Antioch*. Nashville, TN: Broadman & Holman, 2011.

Morton, Rick and Tony Merida. *Orphanology*. Birmingham, AL: New Hope Publishers, 2011.

Rainer, Thom and Sam S. Rainer, III. *Essential Church?* Nashville, TN: Broadman & Holman, 2008.

Sider, Ronald J., Philip N. Olson, and Heidi Rolland Unruh. *Churches That Make a Difference*. Grand Rapids, MI: Baker Books, 2002.

Towns, Elmer, Ed Stetzer, and Warren Bird. *11 Innovations in the Local Church*. Ventura, CA: Regal Books, 2007.

RECOMMENDED READING

Dever, Mark. *What is a Healthy Church?* Wheaton, IL: Crossway Books, 2007.

Hemphill, Ken. *Revitalizing the Sunday Morning Dinosaur*. Nashville, TN: Broadman & Holman, 1996.

Seymour, Jack L. *From Sunday School to Church School: Continuities in Protestant Church Education in the United States, 1860-1929*. Washington, DC: University Press of America, 1982.

Seymour, Jack L., ed. *Mapping Christian Education: Approaches to Congregational Learning*. Nashville, TN: Abingdon Press, 1997.

Seymour, Jack L., Robert T. O’Gorman, and Charles R. Foster. *The Church in the Education of the Public: Refocusing the Task of Religious Education*. Nashville, TN: Abingdon Press, 1984.

Stott, John. *Issues Facing Christians Today*, revised and updated by Roy McCloughry. Grand Rapids, MI: Zondervan, 2006.

Online Journals

“Issues in Christian Education” (Concordia University) <http://www.cune.edu/about/publications/issues-in-christian-education/issues-summer-2013/>

“Journal of Research on Christian Education”
<http://www.tandfonline.com/toc/urce20/current#.Uif1kX8aySo>

Course Teaching Methodology

Units of Study/Requirements

I. Background and Context

- A. Each student will complete the reading of the “historical background” books and initiate a discussion board thread in Blackboard. Chapters will be assigned when enrollment is closed. Threads should focus on the “non-negotiables” of Christian Education in the context of a local church and its community.
- B. Each student will complete the reading of one of the “contemporary context” books and prepare to lead a discussion of the book during our first on-campus meeting in February. Books will be assigned when enrollment is closed. Discussion should focus on issues in church and community that have changed and require Christian Educators to adopt different approaches. Supplement your leadership of the main theme(s) of the book with journals or other sources as necessary. The result of the discussions will be an expanded list of topics for #2 below.

II. Contemporary Issue: Visual Introduction and Summary

- A. Each student will choose 1 contemporary issue either from the “potential topics” list or an acceptable alternative suggested by the student.
- B. Students should collect articles concerning their chosen issue from various media which will inform their presentation. A combination of “pop” media and

scholarly journals is expected. Articles will be submitted in a folder at the time of their presentation. Students will have 10 minutes for their visual presentation, followed by 5-10 minutes of critique from professors and students.

- C. A visual introduction to the issue will be presented in the 1st seminar meeting and a concluding summary will be presented as part of the final exam. Visual presentations may include videos, PowerPoint, film clips, and other visual aids.
- D. Presentations will be evaluated according to the following criteria:
 - 1. current topic
 - 2. creativity of presentation
 - 3. knowledge of the subject
 - 4. organization
 - 5. contributes to understanding of the issue
 - 6. suggestion of a viable and feasible strategy for implementation by a local church or agency
 - 7. abides by parameters of presentation
- E. Each student should communicate via Blackboard discussion board his/her choice of a topic for visual presentation by Friday, February 7, 2014.

III. Qualitative Research Paper

- A. Each student will research and present one paper on a contemporary social problem which presents opportunity for churches, denominational entities and agencies to respond with ministry. Research topics for the paper should be communicated to Dr. Jackson during the first on-campus seminar. **This may or may not be the same issue introduced in #2—it is left to the student to decide if he/she wants to continue study of the “introduced” topic or explore another issue.**
- B. Papers should include an in-depth analysis of the issue with recommendations for how Christian educators can address the issue.
 - 1. Papers should be 30-40 pages, typed, double-spaced and follow the Turabian style guide.
 - 2. Research for the paper should include
 - a. background information (rationale for the topic, need, opportunity, brief literature review with a minimum of 10 sources)
 - b. surveys/interviews—at least 12 people (combination of church and non-churched) should be interviewed using an interview guide developed by the student
 - c. using a grounded theory methodology, students will analyze the notes from the survey/interview and make observations about the knowledge, opinions, and suggestions revealed in the research.
- C. Each student will have 30 minutes to present his/her paper, followed by 15 minutes of critique and evaluation by participants. Papers should be provided to

the class and the professors via Blackboard one week in advance of the presentation date. Each seminar participant is expected to study the paper prior to the seminar meeting and be able to critique the paper (content and form).

IV. Seminar Involvement – Each student is expected to actively participate in the seminar including, reading textbooks; interacting with professors, guests, and participants; leading and participating in discussion; and reading and critiquing assigned papers. Each session will be introduced by a five minute devotional from students. Be prepared to lead one

V. Final Exam

The final exam will be given at the last seminar meeting and will be due on May 2. The exam will require the student to demonstrate the ability to assimilate, analyze, and react to seminar material.

Assignments and Evaluation Criteria

Assignment	% of	Due Date
Syllabus dialog, confirmation of assignments	5%	Week of January 20
Discussion Board Thread - Historical Context	15%	Week of February 3
Discussion board questions - Contemporary	5%	Week of February 10
Contemporary Issue Book Discussions in	10%	As assigned on February 20-21
Contemporary Issue: Visual Introduction and	15%	Presentations as assigned on April 10-11
Research Paper	30%	Papers as assigned on May 1-2
Seminar Involvement	10%	Every session - attendance and participation
Final Exam	10%	May 2

Course Policies

1. Due to the size of the seminar, please be prepared for your presentations and be aware of the time constraints. Arrive early to have media equipment set up and ready. If media fails to function, please be prepared for an alternative presentation format for your seminar paper.
2. Blackboard will be utilized in this class. Please update your account information.
3. The seminar will begin at the scheduled time.
4. Respect the viewpoint of others.
5. Maintain confidentiality of class information shared.
6. Participation should be relevant and concise.
7. Laptop computers and technological devices should be used for seminar material only.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

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- Barna, George, and Mark Hatch. *Boiling Point: It Only Takes One Degree*. Ventura, CA: Regal, 2001.
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- Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downer's Grove, IL: InterVarsity Press, 2008.
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