Theories of Contemporary Christian Education

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COURSE DESCRIPTION:
What has been happening in theories of contemporary Christian education? This course explores a brief history of, and trends in Christian education up to modern times, and studies important contemporary Christian education theories from the west and the east. Then the course watches and analyzes selected films with lenses from educational theories, and develops an educational theory for Christian religious education today.

COURSE OUTCOMES:
At the end of the course the students will be able to
1. identify influential Christian education theories (at least three theories) in the field today. (RH)
2. describe historical development of Christian education. (RH)
3. identify important current trends in Christian education. (RH)
4. describe structures of educational theory. (RH)
5. Identify one’s own educational context. (CC)
6. demonstrate skills of applying Christian education theories to one’s own educational context. (CC and CM)
7. demonstrate skills of analyzing educational theories from novels, films, a biography, or autobiographies. (CC and CM)
8. Demonstrate spiritual maturity through reflections and discussions with others in class. (PSF)

COURSE REQUIREMENT and EVALUATION CRITERIA:
1. Active Class Participation: Students are expected to attend all class sessions and to have read assigned readings to contribute to class discussion. It is advanced level seminar course, so your full participation with full energy is very important. Evaluation Criteria: active participation, constructive comments and questions to presentations, thoughtful insights and respect others. (15 %)


3. Development of Educational Theory: Choose a novel, a film, a biography, or autobiography, watch or read with educational perspective, develop education theory structure applying theories learned, and present it in the class. Evaluation
Criteria: accurate understanding and analysis, creative thought, critical insight, skills of application of education theory structure. (50 %)

COURSE POLICIES:
Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.
In particular notes:
Late Policy: 4 points deducted per week late.
Email assignments: Papers and assignments are not accepted by email in principle.

IMPORTANT BOOKS
Wright, Andrew, Critical Religious Education: Multiculturalism and the Pursuit of Truth, University of Wales Press, 2008
A choice of your own theorist

COURSE SCHEDULE

WEEK ONE: January 13
To Know Who We Are!
Sharing about the Course

WEEK TWO: January 20
Then and Now: History of Christian Education:

WEEK THREE: January 27
Sunday School Revisited

WEEK FOUR: February 3
The Great Dreamer: George Albert Coe
Teaching Ministry: James Smart

WEEK FIVE: February 10
Trends of Christian education in the 20 C
WEEK SIX: February 17
   A Contemporary Educational Theory of Our Choice

WEEK SEVEN: February 24 Reading Week

WEEK EIGHT: March 3
   A Contemporary Educational Theory of Our Choice

WEEK NINE: March 10
   A Contemporary Educational Theory of Our Choice

WEEK TEN: March 17
   A Contemporary Educational Theory of Our Choice
   An Educational Theory in a Film

WEEK ELEVEN: March 23
   A Contemporary Educational Theory of Our Own
   An Educational Theory in a Film

WEEK TWELVE: March 30
   A Contemporary Educational Theory of Our Own
   An Educational Theory in a Film

WEEK THIRTEEN: April 6
   An Educational theory in a Film
   Closing and Opening


___________. *Teaching in the Community of Faith.* Nashville: Abingdon Press, 1982


___________. *Pedagogy of the Oppressed.* New York: Continuum, 1970


___________. *New Direction in Religious Education,* Lewes: Falmer Press, 1982

___________. *Studies in Religion and Education,* Lewes: Falmer Press, 1984


Lee, James Michael. *Forging a better Religious Education in the Third Millennium*
Birmingham, Ala.: Religious Education Press.

____________. *The Sacrament of Teaching: a Social Science Approach*
Birmingham, Ala.: Religious Education Press, 1999

____________. *The Content of Religious Instruction: a Social Science Approach*

____________. *The Spirituality of the Religious Educator*


____________. *To Know as We are Known,* San Francisco: Harper & Row Publisher, 1983

____________. *A Hidden Wholeness,* San Francisco: Jossey-Bass Publishers, 2004


Veling, Terry A. *Living in the Margins: International Communities and the Art of Interpretation* New York: Crossroad, 1996


____________. *Building God’s People in a Materialistic Society* New York: Seabury Press, c1983


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