Theories of Contemporary Christian Education

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COURSE DESCRIPTION:
This course as a methodology course of Christian (Religious) education explores a brief history of and trends in Christian education up to modern times, and examines theories in different approaches of contemporary Christian education in the West. Students are expected to view and analyze a selected film with various angles of educational theories in mind, and then come up with an educational theory both appropriate and applicable to Christian religious education today.

COURSE OUTCOMES:
At the end of the course, 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 approaches to 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, and other relevant types of media (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. This is an advanced level seminar course, so your active participation is very important. Evaluation Criteria: Active participation, constructive comments and questions to presentations, thoughtful insights that are respectful of others. (10%)
2. A Seminar Presentation: Choose a Christian (Religious) Education Theory from Approaches to Contemporary Christian Education: Analyze and evaluate its theory, applying education theory structure. Evaluation Criteria: Critical insights, accurate analysis and evaluation, clear and relevant thinking and knowledge, skills of application of education theory structure. (40%: 20% from peers, 20% from professor) 20-30 minutes for BD students, 30-50 minutes for AD students (Including leading a part of discussion)

3. Development of an Educational Theory: Choose a novel/film, watch or read with educational perspective, analyze it using educational theories you learned, and develop your own education theory. Evaluation Criteria: Accurate understanding and analysis, creative thinking, critical insight, skills of application of education theory structure. (50%) 10-12 pages for BD students, 20-25 pages for AD students

Due date: April 3rd

*For 6000-level students additional reading(s) will be assigned each week.

Course Website: Blackboard
https://weblogin.utoronto.ca/
This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you’ll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask [xxx] for further help.

Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD).
Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to accept and apply penalties to late assignments, this must be set out clearly here in the course syllabus. Degree students are
expected to hand in assignments by the date given in the course outline. For the course 4 points deducted per week late.

**OTHER COURSE POLICIES:**
Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

**Late work (AD)**
Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy. For the course 4 points deducted per week late.

**OTHER COURSE POLICIES:**

**Obligation to check email:** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

**Email communication with the course instructor:** The instructor aims to respond to email communications from students in a timely manner. All email communications from students should be sent from an utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses

**Email assignments:** Papers and assignments are not accepted by email in principle.

**IMPORTANT BOOKS**
Moore, Mary Elizabeth M. *Teaching as a Sacramental Act*, Cleveland: The Pilgrims Press, 2004
Wright, Andrew, *Critical Religious Education: Multiculturalism and the Pursuit of Truth*, University of Wales Press, 2008
A theorist of your choice

*Readings* for Each Class will be found at Blackboard

**COURSE SCHEDULE**

**WEEK ONE: January 9**

To Know Who We Are!
Sharing about the Course

**Readings:**
David T. Hansen, The Teacher and the World: A Study of Cosmopolitanism as Education, Ch. 1. A Perspective on Teaching and Education for Our Time, pp. 1-20

**WEEK TWO: January 16**

Trends of Christian education in the 20

**Readings:**
DOI: http://dx.doi.org/myaccess.library.utoronto.ca/10.1177/0020964312451420
WEEK THREE: January 23
Then and Now: History of Christian Education:

Readings:
Robert W. Pazmino, *Foundational Issues in Christian Education*, Ch. 4 Historical Foundation, pp. 123-159
One historical period of your choice

WEEK FOUR: January 30
Sunday School Revisited

Readings:

WEEK FIVE: February 6
The Great Dreamer: George Albert Coe
Teaching Ministry: James Smart

Readings:
James D. Smart, The Teaching Ministry of the Church, Ch. 5. Pp. 84-107

WEEK SIX: February 13
A Contemporary Educational Theory of Our Choices

Readings:
Presenter’s selection

WEEK SEVEN: February 20: Reading Week

WEEK EIGHT: February 27
A Contemporary Educational Theory of Our Choices

Readings:
Presenter’s selection

WEEK NINE: March 6
A Contemporary Educational Theory of Our Choices
WEEK TEN: March 13
An Educational Theory in a Film

WEEK ELEVEN: March 20
A Contemporary Educational Theory of Our Choices

Readings:
Presenter’s selection

WEEK TWELVE: March 27
A Contemporary Educational Theory of Our Choices

Readings:
Presenter’s selection

WEEK THIRTEEN: April 3
Moving Forward An Educational theory for My Context
Closing and Opening

Reading:
Sharon Warner, “RELIGIOUS EDUCATION INTO THE SECOND CENTURY,’
in Religious Education 100.4 (Fall 2005): 370-372.

BIBLIOGRAPHY

Bates, Dennis(Ed), Gloria Durka and Frierich Schweitzer, Education, Religion
Bekerman, Zvi and Ezra Kopelowitz (eds), Cultural education-- cultural sustainability
[electronic resource] : minority, diaspora, indigenous, and ethno-religious groups in
Brock, Rita Nakashima and Jung Ha Kim (ed) Off the Menu: Asian and Asian North
Conde-Frazier, Elizabeth, S Kang and Gary Parrett Many, Colored Kingdom, A:
Multicultural Dynamics for Spiritual Formation, Baker Publishing Group, 2011
_________. Teaching in the Community of Faith. Nashville: Abingdon Press, 1982
_________ and Theodore Brelsford. We are the church together : cultural diversity in congregational life, Valley Forge, Pa. : Trinity Press International, c1996
_________. Pedagogy of the Oppressed. New York: Continuum, 1970
_________. New Direction in Religious Education, Lewes: Falmer Press, 1982


Jackson, Robert, Rethinking Religious Education and Plurality: Issues in Diversity and Pedagogy, Routledge, 2004

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


Miller, John P. Michele Irwin, Kelli Nigh (eds), Teaching from the thinking heart: the practice of holistic education, Charlotte, NC : Information Age Publishing, c2014.

Miller, John (Jack) P. and Yoshiharu Nakagawa (eds), Nurturing our wholeness: perspectives on spirituality in education, Brandon, VT : Foundation for Educational Renewal, c2002.

Moore, Mary Elizabeth and Almeda M. Wright (eds) Children, youth, and spirituality in a troubling world, St. Louis, Mo. : Chalice Press, 2008.

Moore, Mary Elizabeth M. Teaching as a Sacramental Act, Cleveland: The Pilgrims Press, 2004


Uniquely human : the basis of human rights, S.l. : Xlibris, c2013

Ng, David and Virginia Thomas, Children in the worshiping community, Atlanta, Ga. : John Knox Press, c1981.


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


. The active life : wisdom for work, creativity, and caring, San Francisco:

. Leading from within : reflections on spirituality and leadership, Indianapolis : Indiana Office for Campus Ministries, 1990


Proshak Vitaliy V. Religious Education in a Multicultural Society, United P.C. Verlag, 2014


Simonson, Rick and Scott Walter (eds), Multi-Cultural Literacy, Saint Paul: Graywolf Press, 1988


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


___________. *Critical Religious Education: Multiculturalism and the Pursuit of Truth*, University of Wales Press, 2008


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