

ERSKINE THEOLOGICAL SEMINARY
CE-505CO: CHRISTIAN EDUCATION
SUMMER SEMESTER 2011

PLEASE **NOTE HYPERLINKS** TO HELP YOU NAVIGATE SYLLABUS

<p>Erskine Theological Seminary Columbia, SC Campus 1500 Lady Street Columbia, SC 29201 803. 771.6180 Fax: 803.540.2846</p>	<p>Mondays 9:00 AM to 5:00 PM 5/23, 6/13, 7/11, 8/1</p>
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Due West SC 29639



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NO SUMMER OFFICE HOURS: BY APPOINTMENT ONLY.

Due to my residence being in the upstate, if you need to see me, I strongly recommend that you call or e-mail to schedule an appointment in the Columbia area. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.

SEMINARY POLICIES LINK

Click on this link for information concerning your contract with the seminary regarding registration and your responsibilities for this course.

http://seminary.erskine.edu/content_policies/SeminaryPoliciesforETSSStudents.pdf

COURSE DESCRIPTION

This basic course in Christian Education deals with the theology and practice of educational ministry in the local Church. Biblical and theological foundations for Christian education as a servant ministry for all of the local Church's life and mission are examined, and these foundations are developed into models for faithful and intentional educational ministry. Particular attention is given to the responsibilities and opportunities pastors and educators undertake as servant leaders in the Church's educational tasks and ministries.

Required. 3 hours.

LEARNING OBJECTIVES AND COURSE FORMAT

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the seminary requires this basic course in Christian education. The first goal of the course is to teach students to design and implement a model for educational ministry in the local church. A second goal is to aid students in sharpening their abilities to teach and train teachers for educational ministry. A third goal is to present a foundation of Christian education for the student's use in building curriculum that enhances the role of the local church in advancing the Kingdom of God.

Upon completion of this course, the student should be able to:

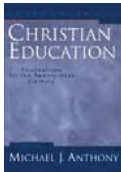
1. Articulate a theology of educational ministry arising from Biblical and theological foundations that informs personal and corporate spiritual formation.
2. Identify useful resource material for use in the Church's educational ministry, including teacher training.
3. Analyze and evaluate theories of human development as they contribute to educational practice.
4. Identify and explain various learning styles, teaching methodologies, and their contribution to transformative learning experiences in his/her educational ministry within the local church setting.
5. Build a model for servant educational ministry reaching all generations in a local church's cultural ethos.

The form of the course includes lectures by the instructor, presentations of content by students, and group discussions utilizing various teaching methodologies.

REQUIRED READINGS AND RESOURCES

1. Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

PLEASE NOTE: A SIGNIFICANT PORTION OF READING IS DUE FOR THE FIRST CLASS IN MAY. IT IS YOUR RESPONSIBILITY TO OBTAIN/PURCHASE/BORROW THE TEXTBOOKS IN ORDER TO HAVE THE ASSIGNED READING COMPLETED PRIOR TO COMING TO CLASS.



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



Tye, Karen B. *Your Calling as a Teacher*. St. Louis: Chalice Press, 2008.



Estep, James, and Jonathan Kim, eds. *Christian Formation: Integrating Theology and Human Development*. Nashville, TN: B&H Publishing, 2010.

2. A HANDOUT FILE WILL BE AVAILABLE AT A LATER DATE ON THE COURSE SITE ACCESSED THROUGH THE STUDENT PORTAL.

COURSE REQUIREMENTS AND EXPECTATIONS

1. **Attendance** – Your preparation for, presence at, and participation in all class sessions is assumed for a passing grade. Each student, therefore, is expected to arrive on time, including following class breaks, and to attend all class meetings for their duration. In the event that an absence is necessary—for whatever reason, including pastoral duties, work, or family responsibilities—the student is responsible for all assignments and all work done in class. Absences in excess of three (3) hours, may limit one's final grade to no higher than a "B." Absences in excess of seven (7) hours likely will result in receiving no credit for the course. Students who miss more than three hours of class are required to do extra work and are expected to take the initiative to secure the assignments for make-up work from the professor. Failure to complete extra work will result in the reduction of one's final course grade by one full letter grade. **Students who miss the first class session are not permitted to take the course, and must drop the course, submitting the necessary forms to the registrar immediately.**

2. **Return of Papers** – E-mailing your papers as attachments is the most efficient practice to receive graded papers and grades in a timely manner. Papers and other student information will be shared only with the individual student, unless the student gives written permission for another person to receive such information. These procedures are required by the FERPA (Family Rights to Privacy Act).

3. **Assignments** – The design of assignments is to enhance the student’s learning experience and to stimulate vision for ministry. Assignments are due *in class* on the date indicated in the Course Calendar (p.9f). An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted up to one week after the assignment is due but will receive a penalty reduction of one letter grade. Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

Required Assignments Summary - 100 points (Due Dates according to Course Calendar)

- a. Class Team Presentation – 30 points
 - b. Small Group Preparation and Discussion and Required Reading – 10 points
 - c. Two Essays – 30 points (15 points each essay)
 - d. Final Term Paper (Model for Ministry) – 30 points
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a. Class Team Presentation - 30 points

All Class Presentations are treated as THE final project on the last day of class. The first day of class students will be assigned to one of five specific teams. Each team will be assigned one topic from the textbook to design and implement a teaching

presentation for the rest of the class, lasting 1 hour and 15 minutes. At least 3 outside references must be used in order to present material that augments the content in the textbook's chapter. (One of the references should be a local church – of the team's choice.) It is the responsibility of each team member to make valid and specific contributions to the overall creative design and the content presented. Each team member must have a speaking role during the class presentation session. Each team will be awarded a group score for your research, creativity, participation, presentation, and evaluations. On the day of and before the presentation, hand to the professor a schedule or sequence of the presentation. In addition, hand in the reference list for the specific presentation. Up to 30 points for this exercise may be earned toward the final grade.

Each member of the class will fill out evaluations on him/herself and his/her group as well as give constructive criticism/encouragement to the other groups' presentations. These forms are located just before the bibliography at the end of the syllabus. Students will be given time to fill out the evaluations following the presentations in order to discuss in a large group on the last day of class. (These evaluations indicate what the professor will be looking for in your presentations.)

An additional form requires a brief description of research goals that involve outside institutions and/or persons interviewed for this project. The professor will provide a copy of the form on the CAMS site. The individual conducting the interview will sign this form in order for the IRB Committee of Erskine College and Seminary to approve the project. This is required by federal law and is merely a legal step of protection for both you and the seminary.

b. Small Group Preparation and Discussion and Required Reading – 10 points

Group discussion is a significant element of learning during class sessions. Such teaching methodologies as group reflection in buzz groups, case study, role-play, and panel discussion **MAY** be used at the discretion of the professor during various class periods. Students **MAY** be selected at random during any class session by the professor.

Prior preparation necessary is keeping current with textbook reading assignments, and other reading that may be assigned by the professor. The professor assumes that each student is keeping current with the required reading assignments, and may at will call on students individually to cite factual information from memory.

Handouts provided electronically by the professor may require students to complete short reading or reflective thinking activities to be done before the next class day or in class if class time permits. This is a **rare** occurrence. The student is responsible to complete such tasks, in order to participate in class discussions and small group activities that the professor might assign. Total points for completion of textbook reading assignments and preparation for small group discussions are 10 toward the final grade.

c. *Two Essays - 30 points (15 points each essay)*

Topics for the two essays cover human development, and learning styles with teaching methodology. **DOCUMENT ALL OF YOUR WORK!!!!** See Course Calendar for due dates.

1. **Human development:** In a 3-5 page essay, analyze two of four theories of human development (Choose two from this list: Erikson, Kohlberg, Piaget, and Fowler) presented in your textbooks; critique the theory from a theological standpoint; conclude with a paragraph evaluating the applicability of each theory to a ministry situation of your choice. Merely parroting what your textbooks give you is inadequate preparation. The professor expects each student to research the chosen developmental theories in reputable academic journals or texts. **(DO NOT REPEAT THE STAGES OF DEVELOPMENT.)** **Required for this assignment are at least two outside references.** 15 points

2. **Learning styles with teaching methodology:** In a 3-5 page essay, describe your teaching style, and the methods you would use to balance your style so that all learning styles are addressed over a semester in your Sunday school classroom, or other church-based ministry. Merely parroting what your textbooks give you is inadequate preparation. The professor expects each student to research learning styles in reputable academic journals or texts. **Required for this assignment are at least two outside references.** 15 points

d. *Final Term Paper/Project – Model for Ministry (30 points)* **PORTFOLIO REQUIREMENT**

The student may choose from the following options or talk with the teacher about a special topic from which to design an educational ministry for a local church. At least **five outside references** are required, unless otherwise designated. **The Bible is an assumed reference and is not counted as one of the five outside references, nor are the required textbooks for this course included as the five references for this project.** Use a combination of professional journals and educational textbooks **ONLY**. Consult textbooks for additional references (end of each chapter). ***If you are utilizing Internet resources, ONLY sources from ATLA, WORLDCAT, and ERIC databases will be accepted; as well, electronic journals are acceptable. (Click on this link to see the webpage with journals to choose from: <http://www.erskine.edu/library/index.htm>.)*** ***Documentation must reflect this; otherwise, you will not receive credit and points will likely be deducted. An example of documentation can be found toward the end of the syllabus.*** Gather your resources early, consulting the ILL librarian from McCain Library or other libraries in your area. Please do not wait until the last minute to do your research. (You are encouraged to research your topic using additional references to the course reference list.) The paper is due **BY 12 NOON ON MONDAY, 8 AUGUST 2011.** ***On the cover sheet, please state the number and name of the project selected.*** This assignment counts 30 points toward the final grade.

Choose one:

1. Create an **overview skeletal curriculum** including Sunday school (all ages), and the worship hour, based on the lectionary, covering a three-month period. The basis for the curriculum should include a 200-250 word essay stating the student's theological presuppositions regarding Christian education for the Church. Write a general syllabus for use by teachers in all departments to form their lesson plans. Your purpose is to have all participants in the Sunday school program on the same page regarding the sermon themes for that three-month term. Include teaching methodologies that teachers might use for their age-level classes. Assessment of this assignment includes the student's overall mastery of the course material, ability to apply the theories to educational praxis, and creativity in the design of the curriculum. **DOCUMENT! DOCUMENT! DOCUMENT!!!**

2. Develop an **annotated bibliography** of educational and teaching resources that you would recommend to your Sunday school teachers and Bible study leaders. Organize both journal articles, books and other resource material into subjects, such as: children, youth, and/or adult with subtitles: historical foundations, Biblical and theological foundations, human development, learning and teaching styles and methodologies, and other. Include in the annotation the weaknesses and strengths of the resource, and its significance for educational ministry in the local church (*each annotation = ½ page*). Merely selecting the reference list at the end of this syllabus or choosing bibliography from other courses taken is inadequate preparation for this assignment. Include no less than 25 resources that you have personally examined. You do not have to read every page in each resource, but you should know each well enough to recommend them. Assessment of this assignment includes the student's ability to choose resource material based on his/her denominational affiliation and theological foundations, as well as to analyze and evaluate each source. (*See examples later in this syllabus for the requirements of this assignment. Length as shown in the examples is not required.*) **DOCUMENT! DOCUMENT! DOCUMENT!!!**

3. Create a **worship bulletin and the children's worship bulletin** with a companion parents' questionnaire, including hooks to various aspects of worship and to the sermon, age-appropriate puzzles, cartoons to color, games, and innovative ideas to stimulate a child's cognitive engagement with the sermon during a worship service. The questionnaire should reflect what an adult would glean from worship and the sermon, in order to have family devotions from the particular topic. Choose one particular passage of Scripture as the theme for the sermon, bulletins, and questionnaire. *Each student selecting this project is to write an introduction to the project in the form of a 150-200 word theological statement with Biblical references reflecting his/her faith tradition's philosophy concerning the parental responsibility in educating their children.* The theological statement, the sermon theme (not manuscript), two bulletins, and questionnaire are required in final form. Assessment of this assignment includes the student's originality and creativity, appropriateness for the student's denominational setting and inclusion of children in that setting. **DOCUMENT! DOCUMENT! DOCUMENT!!!**

4. Create a **teacher training workshop** that introduces new teachers to learning styles, teaching methodology, and curriculum writing. The introduction for this

workshop includes the student's theological rationale for the need of a teacher training workshop in the life of a local church. In the body of the project, include workshop description, goals and objectives, schedule, lecture outline, activities, handout skeletons, and breaks with refreshments. Assessment for this assignment includes the ability of the student to integrate the topics learned in class with his/her personal research and the creativity to design a usable plan for teacher training. **DOCUMENT! DOCUMENT!**

PORTFOLIO REQUIREMENTS

The final paper or project is required as a portfolio submission. It is the student's responsibility to submit the graded and polished document/project in electronic format to Mary Stephens (stephens@erskine.edu) for filing in your portfolio.

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COURSE SCHEDULE

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
23 May 2011	<p>INTRODUCTIONS: Roll, Syllabus, Teams What is CE? Traditions: Then and Now</p> <p>FOUNDATIONS: Historical/Biblical/ Theological/Philosophical Roots</p> <p>DEVELOPMENTAL PERSPECTIVES</p>	<p>Attempt to have read by this first session from the Anthony text: Chs. 1-5.</p> <p>PRIOR TO CLASS READ ESTEP & KIM TEXT IN ITS ENTIRETY</p> <p style="text-align: center;">↑ Anthony Text: Chs. 6, 7, 8, 9, ↓</p>
13 June 2011	<p>EDUCATIONAL IMPLICATIONS</p> <p>EDUCATIONAL THEORY</p> <p>ONE OR 1 1/2 HOURS FOR TEAM MEETINGS</p>	<p>Human Development Essay Due in Class</p> <p>Anthony Text: Chs. 10, 11, 12, 13, 14, 15</p>
11 July 2011	<p>CHRISTIAN EDUCATION APPLIED TO THE FAMILY</p> <p>SPECIALIZED MINISTRIES</p>	<p>Anthony Textbook, Chs. 21, 22, 23, 24, 25.</p> <p>Anthony Textbook, Chs. 26, 27, 28, 29, 30, 31.</p> <p>Learning Styles Essay Due in Class</p>

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>EVALUATION DISCUSSION ASSIGNMENT DUE</u>
1 August 2011	<p>ORGANIZATION, ADMINISTRATION, LEADERSHIP</p> <p>TOPIC 1: Organizational Models of Christian Education</p> <p>TOPIC 2: Christian Education in the Small Church</p> <p>TOPIC 3: Recruiting, Training, and Motivating Volunteers</p> <p>TOPIC 4: Small Groups in the Local Church</p> <p>TOPIC 5: Legal and Ethical Issues in Ministry</p>	<p>Anthony Textbook Chs. 16, 17, 18, 19, 20</p> <p>TOPIC PRESENTATIONS</p> <p>Complete Self- and TOPIC-Evaluations in Class (Bring ONE Self-Evaluation and FOUR Team Evaluations TO HAND IN AT THE END OF CLASS)</p>
<p>EVALUATION AND DISCUSSION OF PRESENTATIONS</p> <p>DUE 8 August 2011 WILL BE THE FINAL TERM PAPER/PROJECT—BY 12 NOON—UPLOAD TO THE LOCATION PROVIDED ON THE EVC NETWORK!</p>		

EXAMPLE OF AN ANNOTATION FOR THE FINAL PROJECT #2 ANNOTATED BIBLIOGRAPHY

Graham, Donovan L. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*. Colorado Springs, CO: Purposeful Design Publications, 2003.

An experienced educator in many realms, Graham contributes thought-provoking comparisons of two general philosophies of education. His philosophy that “Christian teachers are called to teach ‘redemptively’” (Graham 2003, xiii) highlights areas of traditional educational philosophy that call for passive learning, and cognitive development that may or may not result in heart transformation.

The purpose of the book is to “encourage and challenge Christian teachers . . . to teach redemptively” (Graham 2003, xiv) reaching the heart as well as the mind, by exploring the meaning of redemption in the light of the classic Biblical themes (the creation, the fall, anthropology, and Christology).

The weakness of this work stems from the fact that the philosophy explained is new or uncommon in educational circles. Those attempting to apply Graham’s principles of “grace teaching and learning” in classrooms of any kind face an arduous task of implementing practical steps as well as convincing school boards and accrediting agencies of the practicability and worth of Graham’s methods. The strength of this work is the exercise of critical thinking stimulated in those uncomfortable with present philosophies of education. For the interested educator, the book becomes a visionary experience firmly planted in sound Reformed foundations.

Pannenberg, Wolfhart. *Anthropology in Theological Perspective*. Translated by Matthew J. O'Connell. Philadelphia, PA: The Westminster Press, 1985.

Pannenberg's contribution of this work to seminary libraries is a contemporary classic. This exhaustive source of foundations for anthropological theology is dated from the perspective of post-modernism, but offers detailed research in ancient, medieval, and modern philosophy and theology.

Anthropological roots and development are documented in minute detail by Pannenberg's analyses of biology, psychology, culture, sociology, and history. He brings to each area biblical truth, but devotes most of his writing to the secular. His discussions pivot from the doctrines of creation and sin. Perhaps Pannenberg skimps on space devoted to biblical truth.

Because of the universal attempt by all to find meaning in an anthropological base, Pannenberg writes this book to alert Christendom to brainstorm issues. He says, "Without a sound claim to universal validity Christians cannot maintain a conviction of the truth of their faith and message" (15).

Though tedious to read, *Anthropology in Theological Perspective* is thought-provoking for the post-modern Christian or non-Christian thinker. This challenging book does not foster rest and relaxation. It alerts the reader to current spiritual battles in a relativistic world.

SETTING UP THE ANNOTATION PROJECT

- I. Ministry for Adults
 - A. Historical Foundations
 1. Book
 2. Journal
 3. Video Series
 4. Etc.
 - B. Biblical & Theological Foundations

EXAMPLE OF DOCUMENTATION FROM ATLA OR OTHER DATABASES

“There are several questions, namely that of the place of women in the Church . . .”
(Behr-Sigel 2004, 49).

Behr-Sigel, Elisabeth. “The Ordination of Women: A Point of Contention in Ecumenical Dialogue.” *St. Vladimir’s Theological Quarterly*, 48 (2004), 1, 49.
<http://www.erskine.edu:2074/pls/eli/ashow?aid=ATLA0001410517>. Downloaded
1 July 2005 at 10:55p.m.

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LEADER/TEACHER EVALUATION OF CLASS TEAM PRESENTATION

Please evaluate your own team's presentation by responding to the following questions and/or statements. (Please feel free to use another sheet of paper to write your responses.)

- 1. Summarize in one brief paragraph your team's presentation, based on your critical reflection of the entire event process (Purpose, goals, objectives, content, teaching methods, learning styles, activities, resources, etc.).**

- 2. What would you change and why?**

- 3. What would you not change and why?**

- 4. What have you learned from the entire exercise about yourself as:**
 - a. A Planner?**
 - b. A Teacher?**
 - c. A Learner?**
 - d. A Team Player?**
 - e. One Called into Educational Ministry?**

- 5. What advice would you give future students as they prepare to enter educational ministry?**

NAME: _____

BOX #: _____

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PARTICIPANT EVALUATION OF CLASS TEAM
PRESENTATION _____

Respond to the following questions/statements regarding the class team's performance in their particular presentation. **(Please feel free to use additional paper to write your responses.)**

- 1. Did the class team accomplish their goals and objectives?**
- 2. Briefly describe the content of the presentation, and evaluate the activities as to their complementing and/or enhancing the content for the learners sitting under their leadership/teaching.**
- 3. Comment on the teaching methods used.**
- 4. Evaluate the team's overall ability to address learning styles.**
- 5. Comment on the overall leadership of the event (including self-confidence, body language, mastery of subject, ability to communicate, leader/participant interaction, time management).**
- 6. What types of observations did you make (constructive criticism or thoughts reflecting your own learning cycle) as the team implemented this presentation?**
- 7. How will your observations impact your designing and implementing future educational events?**



- Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the Twenty-First Century*. Grand Rapids: Baker Academic, 2001.
- Belenky, Mary Field, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York, NY: Basic Books, 1986.
- Berge, Zane. "Components of the Online Classroom." *New Directions for Teaching and Learning*, 84 (2000), 23-28.
- Burke, James. *The Day the Universe Changed*. Boston: Little, Brown and Company, 1985.
- Brueggeman, Walter. *The Creative Word: Canon as a Model for Biblical Education*. Philadelphia: Fortress Press, 1982.
- Discovery Communications, Inc., 1999. Retrieved 5 December 2001 from <http://school.discovery.com>.
- Downs, Perry. *Teaching for Spiritual Growth*. Grand Rapids: Zondervan Publishing House, 1994.
- Duska, Ronald. *Moral Development: A Guide to Piaget and Kohlberg*. New York: Paulist Press, 1975.
- Eavey, C. B. *Principles of Teaching: For Christian Teachers*. Grand Rapids: Zondervan Publishing House, 1968. (Original edition, Grand Rapids: Zondervan Publishing House, 1940.)
- Eisler, Riane. Education for the Twenty-First Century. *The Humanist* 60, 1(2000), 5-8.
- Elmer, Duane. "Inductive Teaching: Strategy for the Adult Educator." *The Christian Educator's Handbook on Adult Education*, eds. Kenneth O. Gangel, and James C. Wilhoit, 135-147. Wheaton: Victor Books, 1993.
- Estep, James R., and Jonathan H. Kim, eds. *Christian Formation: Integrating Theology and Human Development*. Nashville, TN: B&H Publishing, 2010.
- Foster, Charles R. *Educating Congregations: The Future of Christian Education*. Nashville: Abingdon Press, 1994.

- Fraenkel, Jack R. *Helping Students Think and Value: For Teaching the Social Studies*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.
- Galvin, James C., and David R. Veerman. "Curriculum for Adult Education." *The Christian Educator's Handbook on Adult Education*, eds. Kenneth O. Gangel, and James C. Wilhoit, 178-189. Wheaton: Victor Books, 1993.
- Gangel, Kenneth O., and Warren S. Benson. *Christian Education: Its History and Philosophy*. Chicago: Moody Press, 1983.
- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press, 1982.
- Graendorf, Werner C. *Introduction to Biblical Christian Education*. Chicago: Moody Press, 1981.
- Hestenes, Roberta. *Using the Bible in Groups*. Philadelphia: Westminster Press, 1983.
- Horne, Herman. *Jesus the Teacher*. Revised by Angus M. Gunn. Grand Rapids: Kregel Publications, 1998. (Originally published as *Jesus: The Master Teacher*. Grand Rapids: Kregel Publications, 1920.)
- Hubley, John, and Faith Hubley. *Everybody Rides the Carousel*. New York: Hubley Studios, 1975. Videocassette.
- Knight, George R. *Philosophy and Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs: Andrews University Press, 1980.
- LeBar, Lois E. *Education that is Christian*. Revised by James E. Plueddemann. Wheaton: Victor Books, 1989.
- LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs: Cook Ministry Resources, 1996. (Original edition, Colorado Springs: Cook Ministry Resources, 1985.)
- _____. *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: David C. Cook Ministry Resources, 1995.
- Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Atlanta: John Knox Press, 1983.
- Paloff, R. M., and K. Pratt. "Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom." *Teacher Education and Special Education*, 24 (2001), 71.

- Patterson, Richard. "How Adults Learn." *The Christian Educator's Handbook on Adult Education*, eds. Kenneth O. Gangel, and James C. Wilhoit, 121-134. Wheaton, IL: Victor Books, 1993.
- Pazmiño, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, Evaluation*. Grand Rapids: Baker Books, 1998.
- _____. *By What Authority Do We Teach? Sources for Empowering Christian Educators*. Grand Rapids: Baker Books, 1994.
- _____. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Grand Rapids: Baker Books, 1995. (Original edition, Grand Rapids: Baker Books, 1988.)
- _____. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids: Baker Books, 1992.
- Richards, Lawrence O., and Gary J. Bredfeldt. *Creative Bible Teaching, Revised and Expanded*. Chicago, IL: Moody Bible Institute, 1970, 1998.
- Sheppard, Robert. "Reinventing the Classroom." *Maclean* 111, 47 (1998), 64-67.
- Wilhoit, James C., and John M. Dettoni, eds. *Nurture that is Christian*. Grand Rapids: Baker Books, 1998.
- Williamson, Clark M., and Ronald J. Allen. *The Teaching Minister*. Louisville Westminster/John Knox Press, 1991.