

ERSKINE THEOLOGICAL SEMINARY
CE-505CO: CHRISTIAN EDUCATION--COLUMBIA
SPRING SEMESTER 2008

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

[Erskine Theological Seminary,
Columbia Campus](#)
1500 Lady Street, Columbia, SC
803.771.6180

Saturdays
9:00 AM to 5:00 PM
2/23, 3/15, 4/12, 5/10

Professor: M. Jerdone Davis, Ed.D.
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Due West SC 29639



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Fax: 864-379-3171
[Erskine Faculty Web](#)

OFFICE HOURS (Erskine Campus):

Thursdays: 1:00 p.m. – 4:00 p.m.

However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. 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.

**BOLD PRINT BELOW IS THE STUDENT’S UNDERSTANDING
REGARDING THIS COURSE:**

I understand that once I have completed, signed, and submitted my registration to the Registrar for this class, it is a **BINDING CONTRACT**, and my billing will be based on this registration. I further understand if I decide not to take this class, a “drop/add” form must be completed, including securing the appropriate signatures. Failure to properly withdraw from the class will result in receiving a grade of “F” for the course and full tuition charges will apply. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**

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. Identify and explain historical, Biblical, theological, and philosophical roots of Christian education.
2. Identify various teaching methodologies found in Scripture.
3. Identify useful resource material for use in curriculum development or teacher training.
4. Analyze and evaluate theories of human development for use in the educational ministry of the local church.
5. Explore and experiment with learning styles and teaching methodologies.
6. Build a model for servant educational ministry in the local church setting, spanning all generations of church life.

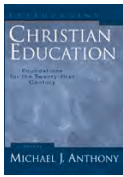
The form of the course includes lectures by the instructor, presentations of content by students, and group discussions utilizing various teaching methodologies.

REQUIRED READINGS AND RESOURCES

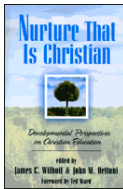
The required texts listed below are available for purchase from the Erskine Seminar Online Bookstore at www.ecampus.com/erskine, by clicking on the book icon. Purchase may be made beginning 4 January 2008. (Please see Final Term Paper/Project; #5: Covenant Paper required reading on Syllabus page 8. If the student selects this project, early purchase of this book would be advantageous.)



PLEASE NOTE: A SIGNIFICANT PORTION OF READING IS DUE FOR THE FIRST CLASS IN FEBRUARY. 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. 2001. *Introducing Christian education: Foundations for the Twenty-first Century*. Grand Rapids, MI : Baker Academic.



Wilhoit, James C., & John M. Dettoni, eds. 1995. *Nurture that is Christian: Developmental perspectives in Christian education*. Revised. Grand Rapids, MI: Baker Academic.

2. A HANDOUT FILE WILL BE AVAILABLE AT A LATER DATE FROM THE FACULTY WEBSITE.

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. Any student who misses seven or more cumulative hours of class should complete a Drop/Add form and give to the registrar withdrawing from the course rather than failing it. 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.** (If dropping the course, complete the drop/add form and turn in to the Registrar or the charges for the course will stand, and an “F” grade will be recorded on the student’s record.)
- 2. Return of Papers** – Students who wish to receive graded papers between class meetings must provide the professor with a **self-addressed stamped envelope**. Insufficient postage will result in the paper not being mailed to the student. Students having an Erskine Seminary campus box, please indicate your box number on the cover sheet of the paper, and graded papers will be returned to your box. These procedures are required by the FERPA (Family Rights to Privacy Act).

3. **Respect for Divergent Viewpoints** – Erskine Theological Seminary is strongly committed to the Biblical and reformed understanding of the Christian faith. Admission is open to students from diverse denominational backgrounds. The teacher of this course respects theological and denominational diversity. As long as a student documents definitively his/her doctrinal persuasions according to his/her denominational standards and according to Scripture, the student will not be penalized if his/her persuasion does not line up with the reformed theological standards of the teacher and institution.

4. **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.10-11). 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 of one letter grade. Make-up work is due by the last day of class. 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

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 not covered in the textbook. (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. Total points for this exercise is 30 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 on pages 18 and 19 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.)***

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 goldfish bowl, group reflection in buzz groups, case study, role-play, dialogue, dyads or triads, 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. 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.

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 textbook, critique the theory theologically, and conclude with a paragraph evaluating the applicability of each theory to a ministry situation of your choice. **Use 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 classroom. **Use at least one outside reference.** 15 points

Final Term Paper/Project – Model for Ministry (30 points)

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. **Use a combination of professional journals and educational textbooks ONLY.** Consult textbook for additional references (end of each chapter). **If you are utilizing Internet resources, ONLY sources from ATLA, WORLDCAT, and ERIC databases will be accepted. You may use electronic journals as well. (Click on this link to see the webpage with journals to choose from: <http://www.erskine.edu/library/ejfetch.htm>.) Documentation must reflect this; otherwise, you will not receive credit and points will likely be deducted. An example of documentation is on page 14 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 at the beginning of the last class session. **On the cover sheet, please state the number and name of the project selected.** This assignment counts 30 points toward the final grade.

A beginning (M.Div., MACE, MAPM) student needing to satisfy the PA Portfolio requirement may choose Item #5. See "Note" below. Should a student choose another project for the portfolio requirement, a theological statement (of no less than one page) must accompany the project. This statement should be the student's theological rationale for the particular model for ministry developed. The student must take into consideration the doctrinal standards for education from his/her particular faith tradition.

(Note: This document/assignment is a Professional Assessment portfolio and graduation requirement for all students who began seminary in the Fall of 2002 or afterwards. It is the student's responsibility to turn in a clean, corrected copy of their paper to the seminary office for inclusion in your portfolio. Failure to do so will delay your graduation. Portfolio requirements are listed on the back of the academic worksheet of all degree programs.)

Choose one:

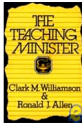
1. Create an **overview skeletal curriculum** including Sunday school (all ages), and the worship hour, based on the lectionary, covering a three-month period. The basis for the curriculum should include a 200-250 word essay stating the student's theological presuppositions regarding Christian education 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 = _ page*). Merely selecting the reference list at the end of this syllabus 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 pages 12-13 of syllabus for examples of 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!**

5. **Covenant Paper:** In a 12-page reflective essay, make a covenant with God, developing your role as **TEACHER** (not pastor, preacher, or pastoral counselor). The covenant includes each of these areas as a teacher's: -- helping the congregation be a neighborhood theological seminary, -- view of worship as an educating experience, -- call to teach that includes aspects of pastoring and counseling, -- role in administration and program development, and -- helping the church to be teacher and learner in the world. **** (See document on pages 14-15 of the syllabus for detailed explanation of the above areas.)** *This assignment draws on the hopes, ideals, and dreams of the individual student. This would be a good choice for students not having practical ministry*

experience. **REQUIRED READING for this assignment is:**  Williamson, Clark M., and Ronald J. Allen. 1991. *The Teaching Minister*. Louisville, KY: Westminster/John Knox Press. *In addition to this required resource, use only two additional resources.*

SEMINARY POLICIES

1. Students are expected to observe the Erskine Seminary policy of making “use of language, in reference to human beings, that is inclusive rather than needlessly exclusive . . . in all written work and oral presentations.” This expectation is faithful to the Erskine Seminary statement on Community Life, and is especially important for those students whose denominations expect use of inclusive language for human beings in ordination exams and papers.
2. Students are expected to follow the guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed., for essays, papers, and final term paper. This is the requirement of Erskine Theological Seminary for each student in every class in the seminary.

Assignment Formatting

- a. Font requirements for all work are Times New Roman, 12 point, and black ink on white paper.
- b. Papers are to be double-spaced unless otherwise stated.

- c. Follow Seminary and Turabian guidelines for documentation of sources.
- d. Document resources appropriately within the body of the project as well as those listed at the end of the project. No exceptions.

3. *Plagiarism and Cheating*

For details refer to the Erskine Seminary Handbook under the Honor Code.

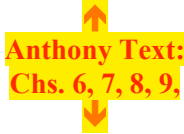
NOTE: Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

AN EASY CHECK: If the thought is not your original thought, give credit to the one from whom you borrowed the thought.

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.

ERSKINE THEOLOGICAL SEMINARY
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 SPRING SEMESTER 2008

COURSE SCHEDULE

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
23 February 2008	INTRODUCTIONS: Roll, Syllabus, Teams What is CE? Traditions: Then and Now FOUNDATIONS: Historical/Biblical/ Theological/Philosophical Roots	Attempt to have read by this first session from the Anthony text: Chs. 1-5. PRIOR TO CLASS READ CHS. 1-10 IN WILHOIT/DETTONI's Nurture that is Christian
	DEVELOPMENTAL PERSPECTIVES	 Anthony Text: Chs. 6, 7, 8, 9,
15 March 2008	EDUCATIONAL IMPLICATIONS EDUCATIONAL THEORY ONE OR 1 1/2 HOURS FOR TEAM MEETINGS	Human Development Essay Due in Class Anthony Text: Chs. 10, 11, 12, 13, 14, 15
12 April 2008	CHRISTIAN EDUCATION APPLIED TO THE FAMILY SPECIALIZED MINISTRIES	Anthony Textbook, Chs. 21, 22, 23, 24, 25. Anthony Textbook, Chs. 26, 27, 28, 29, 30, 31. Learning Styles Essay Due in Class

CLASS DAY DATE

10 May 2008

TOPIC

**ORGANIZATION,
ADMINISTRATION,
LEADERSHIP**

ASSIGNMENT DUE

**Anthony Textbook Chs.
16, 17, 18, 19, 20**

**TEAM
PRESENTATIONS**

TEAM 1: Organizational
Models of Christian Education

TEAM 2: Christian Education in
the Small Church

TEAM 3: Recruiting, Training,
and Motivating Volunteers

TEAM 4: Small Groups in
the Local Church

TEAM 5: Legal and Ethical
Issues in Ministry

**FINAL PROJECT DUE
IN CLASS**

**Complete Self- and
Team-Evaluations in
Class (Bring ONE Self-
Evaluation and FOUR
Team Evaluations TO
HAND IN AT THE END
OF CLASS)**

**EVALUATION
DISCUSSION**

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

Graham, Donovan L. 2003. *Teaching redemptively: Bringing grace and truth into your classroom*. Colorado Springs, CO: Purposeful Design Publications.

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

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

COVENANT PAPER GUIDELINES

“Our image of the church will determine how we see the nature and purpose of the church and how we organize the church to carry out its purposes. In a very practical way, a minister’s image of the church shapes how the minister spends her or his time and will influence the choice of what things will be supported and what things will be discouraged” (Williamson, Clark M., and Ronald J. Allen. 1991. *The Teaching Minister*. Louisville, KY: Westminster/John Knox Press.) **COMPLETING THIS ASSIGNMENT REQUIRES EARLY PURCHASE OF THIS TEXT.**

1. CONGREGATION AS NEIGHBORHOOD THEOLOGICAL SEMINARY:

The primary purpose of the congregation is “to help its members relate the Christian tradition appropriately, intelligibly, and morally to the contemporary world situation and vice versa. The fundamental work of the congregation is to develop Christian consciousness and to provide the congregation with the resources and methods by which to make the Christian witness in the world. Using learning strategies that are appropriate to its constituency, the congregation should do for its members what studies in seminary do for the pastor” (Williamson and Allen 1991, 106).

In order to achieve this primary purpose, what would be your image of the church/congregation? How would you foster such corporate intelligence, morality, and conscience in your congregation? What are your visions for your congregation to be able to relate God’s presence, power, and purpose in the world? (These thoughts are expressed by Williamson and Allen in *The Teaching Minister*, 106.)

2. WORSHIP:

Dr. Hughes Oliphant Old states, “One can always find medicine men and gurus who advocate religious rites for the sake of good health, financial success, or peace of mind. True worship, however, is distinguished from these in that it serves above all else the praise of God’s glory” (Williamson and Allen 1991, 109). According to Williamson and Allen, worship is instructional. In its traditions and rituals that are “behavioral” coupled with significant symbolism, “a service of worship communicates to the Christian community what is appropriate, intelligible, and moral. Worship does this through the language used in the service, through the leadership of the service, and even through the physical setting in which worship takes place” (Williamson and Allen 1991, 109).

Ask the question “What does this teach?”—as you think of various aspects of the worship service. “Does this service—and each of its parts—teach the gospel?” (Williamson and Allen 1991, 110). What is your vision for making this a reality in your ministry?

3. PASTORAL CALLING AND COUNSELING:

Ask the question, what is your individual “calling” to the ministry? What is your “comprehensive, systematic, planned contact with the membership” of your church that enables you to teach the gospel? This should not be limited to special or crisis times in congregational or individual lives, but is a model of God’s

involvement in the lives of God's people during the mundane routine of life (Williamson and Allen 1991, 116-117).

“The minister's [Christian educator or leader] role in counseling really begins with the role as a teacher in the Christian community” (Williamson and Allen 1991, 115). “Pastoral counseling becomes a teaching moment when the pastoral counselor seeks to help the counselee(s) understand the situation and the decisions necessary in the light of the gospel. The counselor hopes the clients will make a critical correlation between the gospel and their life situations and will make decisions and life changes that are appropriate, intelligible, and moral” (Williamson and Allen 1991, 114).

4. **ADMINISTRATION AND PROGRAM DEVELOPMENT:**

What is your “significant teaching role in the administration of the congregation, especially in helping the congregation conceive and carry out its programs”? (Williamson and Allen 1991, 117). “Administrative occasions (. . . management of church office, board and committee meetings, planning and decision-making processes, recruitment of members for leadership, and participation in church programs) become teaching occasions when the minister [Christian educator or leader] help the congregation to evaluate its plans and its programs in the light of the norms of appropriateness, intelligibility, and moral credibility” (Williamson and Allen 1991, 117).

“The purpose of **administrators** in the church is to reflect on circumstances in the life of the community, to conceive plans and to make decisions that will help the church enact its witness The **minister (educator)** is rather the teacher who helps the congregation articulate its vision and translate that vision into day-to-day life” (Williamson and Allen 1991, 118 [**bold print**, the professor's]).

Consider your covenant with God and yourself in this area by musing over these two questions: “Will this plan or action teach the gospel?” (Williamson and Allen 1991, 117). “Will we implement this plan in ways that embody the gospel?” (Williamson and Allen 1991, 117).

5. **HELPING THE CHURCH TO BE TEACHER/LEARNER IN THE WORLD:**

In your dreaming and strategizing about your ministry, what is your role in helping the church “teach in a pluralistic world”? The world is full of different philosophies that often conflict, causing the proponents of each to clash at deep emotional, spiritual and behavioral levels. “The church offers its understanding of life and value to the world” (Williamson and Allen 1991, 122) in the context of the gospel of Jesus Christ. Under your leadership, “how does the church teach in a pluralistic world”? (Williamson and Allen 1991, 122).

CE-505CO: CHRISTIAN EDUCATION

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 #: _____

CE-505CO: CHRISTIAN EDUCATION
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?**



Reference List

CE-505CO CHRISTIAN EDUCATION

Professor
M. Jerdone Davis,
Ed.D.

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