

ERSKINE THEOLOGICAL SEMINARY  
CE-505F: CHRISTIAN EDUCATION  
SPRING SEMESTER 2009

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

<p><a href="#">Erskine Theological Seminary</a> <a href="#">Florence, SC Campus</a> 307 South Ravenel Street Florence, SC 29506 (843) 669-3861 Fax: (843) 669-9497</p>	<p>Saturdays 9:00 AM to 5:00 PM 1/31, 2/21, 3/21, 4/25</p>
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Professor: M. Jerdone Davis, Ed.D.  
Office: 864-379-6554  
P. O. Box 668  
Due West SC 29639



[jdavis@erskine.edu](mailto:jdavis@erskine.edu)

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

OFFICE HOURS (Erskine Campus): BY APPOINTMENT ONLY.

*Due to my teaching locations being in Greenville, SC, and Florence, SC, I will not have regular office hours on the Due West campus at my office. 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:

**Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a **BINDING CONTRACT**, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course and full tuition charges will apply. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.****

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## 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

1. The required texts listed below are available for purchase from the [Erskine Seminary Online Bookstore](#). "Control + click" on this icon for details:



(Please see Final Term Paper/Project; #5: Covenant Paper required reading on Syllabus page 9. If the student selects this project, early purchase of this book would be advantageous.)

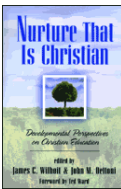
**PLEASE NOTE: A SIGNIFICANT PORTION OF READING IS DUE FOR THE FIRST CLASS IN SEPTEMBER. IT IS YOUR RESPONSIBILITY TO OBTAIN/PURCHASE/BORROW THE TEXTBOOKS IN ORDER TO HAVE THE ASSIGNED READING COMPLETED PRIOR TO COMING TO CLASS.**



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.



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

**2. A HANDOUT FILE WILL BE AVAILABLE AT A LATER DATE FROM THE EDEN WEBSITE.** If you do not have a Login Password to the EDEN network, please go to the EDEN site and follow instructions to have one sent to you by e-mail.

## **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). Students are encouraged to turn in papers electronically.
3. **Language about God and Humanity** – Although God transcends the distinction between male and female, the Bible and the Church’s historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing “humanity” rather than “man” or “people” rather than “men”).
4. **Conduct in Theological Discussions** – Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.
5. **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.12-13). 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.
6. **Incompletes** – The grade of “I” or incomplete is given at the discretion of the professor. A grade of “I” is normally given when a student has substantially completed the requirements for the course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or e-mail rather than in person, and the

professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions on incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

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 on pages 19 and 20 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 to each group. 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 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.

***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. **(DO NOT REPEAT THE STAGES OF DEVELOPMENT.) 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 Sunday school classroom, or other church-based ministry. **Use at least one outside reference.** 15 points

**d. 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; as well, electronic journals are acceptable. (Click on this link to see the webpage with journals to choose from: <http://www.erskine.edu/library/dbindex.htm>.) Documentation must reflect this; otherwise, you will not receive credit and points will likely be deducted. An example of documentation are on page 15 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.

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

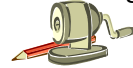
other. Include in the annotation the weaknesses and strengths of the resource, and its significance for educational ministry in the local church (*each annotation = ½ page*). Merely selecting the reference list at the end of this syllabus is inadequate preparation for this assignment. Include no less 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 14-15 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!**

## SEMINARY POLICIES

1. **Style and Bibliographical Formatting Requirements** – All papers must be typed/processed (twelve point type, double spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards for All Masters Level Programs” (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper’s cover page and bibliography are not counted towards page requirements. Click on this icon.



2. **Plagiarism** – Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

*Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.*

*Plagiarism creates an atmosphere of falsehood in the community’s discernment and cultivation of gifts, both within the Christian community and in God’s larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.*

*On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.*

1. *Quotations.* Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. *Paraphrasing.* Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. *Ideas.* Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. *Bibliography.* All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

*In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:*

1. *Multiple submission.* Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. *False citation.* The deliberate attribution to, or citation of, a

*source from which the material in question was not, in fact, obtained.*

*3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.*

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

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

Click on this icon.



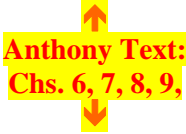
**NOTE:** Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections 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.)

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.

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

ERSKINE THEOLOGICAL SEMINARY  
 CE-505F: CHRISTIAN EDUCATION  
 SPRING SEMESTER 2009

**COURSE SCHEDULE**

<u>CLASS DAY DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
31 January 2009	<p><b>INTRODUCTIONS:</b>            Roll, Syllabus, Teams            What is CE?            Traditions: Then and Now</p> <p><b>FOUNDATIONS:</b>            Historical/Biblical/            Theological/Philosophical            Roots</p> <p><b>DEVELOPMENTAL            PERSPECTIVES</b></p>	<p><b>Attempt to have read by            this first session from the            Anthony text: Chs. 1-5.</b></p> <p><b>PRIOR TO CLASS READ            CHS. 1-10 IN            WILHOIT/DETTONI's            Nurture that is Christian</b></p> <p style="text-align: center;">   <b>Anthony Text:            Chs. 6, 7, 8, 9,</b> </p>
21 February 2009	<p><b>EDUCATIONAL            IMPLICATIONS</b></p> <p><b>EDUCATIONAL            THEORY</b></p> <p style="text-align: center;"><b>ONE OR 1 1/2 HOURS            FOR TEAM            MEETINGS</b></p>	<p><b>Human Development            Essay Due in Class</b></p> <p style="text-align: center;"><b>Anthony Text:            Chs.            10, 11, 12,            13, 14, 15</b></p>
21 March 2009	<p><b>CHRISTIAN            EDUCATION APPLIED            TO THE FAMILY</b></p> <p><b>SPECIALIZED            MINISTRIES</b></p>	<p><b>Anthony Textbook,            Chs. 21, 22, 23, 24, 25.</b></p> <p><b>Anthony Textbook,            Chs. 26, 27, 28, 29, 30,            31.</b></p> <p><b>Learning Styles Essay            Due in Class</b></p>

**CLASS DAY DATE**

25 April 2009

**TOPIC**

**ORGANIZATION,  
ADMINISTRATION,  
LEADERSHIP**

**TOPIC 1:** Organizational  
Models of Christian Education

**TOPIC 2:** Christian Education  
in the Small Church

**TOPIC 3:** Recruiting, Training,  
and Motivating Volunteers

**TOPIC 4:** Small Groups in  
the Local Church

**TOPIC 5:** Legal and Ethical  
Issues in Ministry

**EVALUATION  
DISCUSSION**

**ASSIGNMENT DUE**

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

**TOPIC  
PRESENTATIONS**

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

**DUE FRIDAY, May 1, 2009 WILL BE THE FINAL TERM PAPER/PROJECT—BY 12  
NOON – UPLOAD TO THE LOCATION PROVIDED ON THE EDEN NETWORK!**

## **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.

## **CE-505: 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-505: 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?**



- 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.
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