

Christian Education

Course Facilitator: Dr Gary Goh

Dr Gary Goh has more than 20 years experience in teaching children, youth, and adults in Christian and secular contexts. He holds a Doctor of Education (Asia Graduate School of Theology Alliance), a Master of Divinity (under Assemblies of God Singapore), and a Master of Arts in Chinese Studies (National University of Singapore). He teaches at seminaries across East and Southeast Asia, such as the Baptist Theological Seminaries in Malaysia and Singapore, ACTS College (under the Assemblies of God Singapore), and seminaries in China. He also conducts teacher training for the Ministry of Education (MOE), Singapore. His academic interests include Futures Studies, Youth Studies, Research Methodologies, Spiritual Formation, Christian Thinking, and Practical Theology.

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Course Description

This course introduces the foundational theories, principles, and models of Christian education (CE) with an emphasis on future-readiness. It helps students value the distinctiveness of a Christian education, and construct their philosophy of education in the context of the 21st century. Students will understand the process of teaching and learning, and apply theories to critique a course syllabus. They will also think through emerging issues to build a future-ready Christian education.

Course Objectives

After the course, students will:

1. Understand the foundational theories, principles, and models of Christian education;
2. Construct their philosophy of education in the context of 21st century;
3. Value the distinctiveness of a Christian education compared to a secular one;
4. Comprehend the process of teaching and learning: Situational Analysis, Setting Objectives, Designing Content, Methods of Delivery, and Forms of Assessment;
5. Apply the theories of teaching and learning to critique a course syllabus;
6. Think through emerging issues to build a future-ready Christian education.

Textbook

1. Issler, Klaus and Habermas, Ronald. 1994. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Oregon: Resource Publications.

2. Luetz, Johannes M., Tony Dowden, and Beverley Norsworthy. 2018. *Reimagining Christian Education: Cultivating Transformative Approaches*. Singapore: Springer Nature.

Course Schedule

Week	Activities
1 11 Jan 2024	<p>Topic: Introduction of CE</p> <p>A. Explaining the course syllabus and expectations</p> <p>B. Definitions, Scope, and Forms of CE</p> <p>C. 5-min self-introduction to build a learning community. Key points:</p> <ol style="list-style-type: none"> 1. Background about yourself and your ministry (eg nature of ministry, age group you serve, and your teaching responsibilities - if applicable); 2. One CE challenge you faced
2 18 Jan 2024	<p>Topic: Purpose of CE</p> <p>A. Discipleship? Spiritual formation? Christian maturity? Moral character? Key concept: Understand the diversity and similarity in the purposes of CE</p> <p>5-min Individual Verbal Presentation (every week): What concepts from the reading changed your thinking? How would you apply them in future?</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Pazmiño, Robert W. 2010. "Christian Education is More than Formation." <i>Christian Education Journal</i>, Series 3, Vol. 7, No. 2. 2. Steibel, Sophia R. G. 2010. "Christian Education and Spiritual Formation: One and the Same?" <i>Christian Education Journal</i>, Series 3, Vol. 7, No. 2 3. Benson, David M. 2018. "God's Curriculum: Reimagining Education as a Journey Towards Shalom." in <i>Reimagining Christian Education: Cultivating Transformative Approaches</i>. edited by Johannes M. Luetz, Tony Dowden, and Beverley Norsworthy. Singapore: Springer.
3 25 Jan 2024	<p>Topic: Context of CE</p> <p>A. 21st Century Context and Significance. Key concepts: 1. "Accelerating Change" is the characteristic of the 21st-century context. 2. CE must adapt to accelerating change while maintaining its core beliefs and values.</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Dockery, David S. 2019. "Change, Challenge, and Confession: Looking towards the Future of Christian Higher Education." <i>Christian Education Journal</i>, vol. 16(2) 296–308. 2. Ott, Bernhard. 2023. "Shaping the Future of Theological Education: Introducing the ICETE Manifesto II." <i>Evangelical Review of Theology</i> 47:3, 250-273. 3. Sousa, Mary de. 2021. <i>Reimagining Our Futures Together: A New Social Contract For Education</i>. Paris: UNESCO.

<p>4</p> <p>1 Feb 2024</p>	<p>Topic: Myths and Models of CE</p> <p>A. Debunking myths (old paradigms) of how learning happens. New models of CE. Key concept: Understand the different myths and models of CE</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Issler, Klaus and Habermas, Ronald. 1994. "The Goal: Christian Maturity" in <i>How We Learn: A Christian Teacher's Guide to Educational Psychology</i>. Oregon: Resource Publications. 2. Chandler, Diane J. 2015. "Whole-Person Formation: An Integrative Approach To Christian Education." <i>Christian Education Journal</i>, vol. 12, No. 2. 3. Kim, Jonathan. 2007. "Cognition and Faith Formation: A Reflection on the Interrelationship of Schema, Thema, and Faith." <i>Christian Education Journal</i>, vol. 4, No. 2.
<p>5</p> <p>8 Feb 2024</p>	<p>Topic: Relationship in CE</p> <p>A. CE as relationships with God, with Others, and with Self. Key concept: CE needs to promote relationships <i>with</i> God, <i>with</i> others, and <i>with</i> oneself, rather than imparting knowledge <i>about</i> them.</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Haase, Dan. 2019. "Dialogue Education: A Learning-Centered Pedagogy." <i>Christian Education Journal</i>, vol 16 (2), 359-368. 2. Johnson-Miller, Beverly C. 2013. "Conversational Teaching And Christian Transformation." <i>Christian Education Journal</i>, vol. 10, No. 2. 3. Siew, Yau-Man. 2006. "Fostering Community and a Culture of Learning in Seminary Classrooms: A Personal Journey." <i>Journal of Catholic Education</i>, vol. 3, no. 1.
<p>6</p> <p>15 Feb 2024</p>	<p>Topic: Thinking and Reflection in CE</p> <p>A. Thinking vs Reflection; Biblical literacy and Futures literacy. Key concept: CE must promote thinking and reflection rather than content impartation</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Williams, John. 2011. "The Mirror of Learning: Towards a Theology of Reflection in Christian Education." <i>Journal of Education & Christian Belief</i>. 15:1, 53–64. 2. Vos, Matthew S. 2017. "Asking Questions in a World of Answers." <i>Journal of Sociology and Christianity</i>, Vol. 7, No. 2. 3. Chia, Roland. 2023. "Watchful and Steadfast: Christian Leadership in Uncertain Times." Lecture presented at the National Conference of the International Students Inc, Singapore, on 20 June 2023.
<p>7</p> <p>22 Feb 2024</p>	<p>Topic: Teaching and Learning in CE</p> <p>A. Situational Analysis of Learners, Teacher/s, Resources, and Learning Spaces. Key concept: Lesson preparation must start with knowing and analysing the learners, teacher/s, resources, and learning spaces, as much as possible.</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> 1. Issler, Klaus and Habermas, Ronald. 1994. "Mapping our Personality

	<p>Growth” in <i>How We Learn: A Christian Teacher’s Guide to Educational Psychology</i>. Oregon: Resource Publications.</p> <ol style="list-style-type: none"> Kim, Jaewoo. 2019. “Teachers’ Roles in Curriculum Design for Christian Education.” <i>Journal of Christian Education in Korea</i>, vol. 57: 135-162. Williamson, Margaret F., and Roberta L. Watson. 2007. “Learning Styles Research: Understanding How Teaching Should be Impacted By the Way Learners Learn Part III: Understanding How Learners’ Personality Styles Impact Learning.” <i>Christian Education Journal</i>, Series 3, Vol. 4, No. 1.
8 29 Feb 2024	<p>Topic: Teaching and Learning in CE</p> <p>A. The Why: Learning Objectives and Lesson Planning. Key concepts: 1. Taxonomies of objectives in the cognitive, affective, and psychomotor domains. 2. Principles of lesson planning</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> Cox, William F. Jr., Kirk T. Barnum, and Nancy J. Hameloth. 2007. “Lesson Plan Format For Christian Education.” <i>Journal of Christian Education</i>. Vol 50, No. 1. Engebretson, Kath. 1999. “Intention In Religious Education Curriculum: The Achievement of Learning Outcomes.” <i>Journal of Christian Education</i>, Vol. 42, No.2. Ruben, Samuel., Iwan Setiawan, Wilianus Illu, Sri Wahyuni. 2020. “Promoting the Affective Domain within Global Pandemic: The Challenge of Christian Education.” <i>International Research Journal on Advanced Science Hub</i>. Vol 2 Issue 9.
9 7 Mar 2024	<p>Topic: Teaching and Learning in CE</p> <p>A. The What: Content Selection and Organisation. Content-heavy or content-lite? Key concepts: 1. Deciding how much and what content to engage students. 2. Criteria for selection of content: significance, usefulness, and trustworthiness</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> James, Glenn; Martinez, Elda; and Herbers, Sherry. 2015. “What Can Jesus Teach Us About Student Engagement?” <i>Journal of Catholic Education</i>, vol 19, issue 1. Tang, Alex. 2010. “Surfing the Tsunami of Change: Problem-Based Learning in Theological Education in Asia” in <i>Tending the Seedbeds of Theological Education in Asia</i>. Edited by Allan Harkness. Quezon City, Philippines: Asia Theological Association. Lase, D., D. O. Daeli, A. Ndraha, and J. Harefa. 2021. “Skills and Competencies of Christian Religious Education Teachers in the Industrial Revolution 4.0 Era.” Accessed Nov 2023: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3904632
10 14 Mar 2024	<p>Topic: Teaching and Learning in CE</p> <p>A. The How: Pedagogy/ Andragogy. Key concept: Evidence-based learning suggests active learning strategies are more effective than lectures and monologues.</p> <p>B. Tutorial: Presentation of reading reflection</p> <ol style="list-style-type: none"> Coley, Kenneth S. 2012. “Active Learning Techniques in the Christian

	<p>Education Classroom and in Ministry Contexts” <i>Christian Education Journal</i>, vol. 9, no. 2.</p> <p>2. Hedin, Norma. 2010. “Experiential Learning: Theory and Challenges.” <i>Christian Education Journal</i>, vol. 7, No. 1.</p> <p>3. Silberman, Melvin and Elaine Biech. 2015. “Finding Alternative Methods to Presenting.” in <i>Active Training: A Handbook of Techniques, Designs, Case Examples and Tips</i>. 4th ed. Hoboken, New Jersey: John Wiley & Sons Inc.</p>
11 21 Mar 2024	<p>Topic: Teaching and Learning in CE</p> <p>A. The How: Learning Assessment. Key concept: Formative assessment provides timely and better learning feedback than summative assessment</p> <p>B. Tutorial: Presentation of reading reflection</p> <p>1. Schenk, Kevin. 2012. “Successful Formative Assessment” and “Discussion” in <i>Formative Assessment in the Christian Classroom</i>. Master of Education thesis. Dordt College.</p> <p>2. Davis, Lanta. 2019. “Using formative assessments to form Christian readers.” <i>International Journal of Christianity & Education</i>, vol. 23(1) 36–48.</p> <p>3. Malinakova, Klara et. al. 2017. “The Spiritual Well-Being Scale: Psychometric Evaluation of the Shortened Version in Czech Adolescents.” <i>Journal of Religion and Health</i>, 56, 697–705.</p>
12-13 28 Mar and 4 Apr 2024	<p>Topic: Towards a future-ready CE, part 1 and 2</p> <p>30-min group presentation to help your classmates think through issues to prepare for the future: The Whats, the Whys, and the Hows of these issues:</p> <p>1. Online Learning:</p> <ul style="list-style-type: none"> • Maddix, Mark A. 2012. “Generating And Facilitating Effective Online Learning Through Discussion.” <i>Christian Education Journal</i>, Series 3, Vol. 9, No. 2. • Babyak, Andrew T. 2015. “A Teaching Strategy for a Christian Virtual Environment.” <i>Journal of Research on Christian Education</i>, 24:63–77. <p>2. Social Media:</p> <ul style="list-style-type: none"> • Williams, Myron. 2015. “Community, Discipleship, and Social Media.” <i>Christian Education Journal</i>, Series 3, Vol. 12, No. 2. • Blevins, Dean G. 2015. “Curriculum Design and Social Media: 140 Characters at a Time.” <i>Christian Education Journal</i>, Series 3, Vol. 12, No. 2. <p>3. Mentoring:</p> <ul style="list-style-type: none"> • Chiroma, Nathan Hussaini. 2015. “The Role of Mentoring in Adolescents’ Spiritual Formation.” <i>Journal of Youth and Theology</i>, 14, 72-90. • Hall, Kenleyd. 2019. “The Critical Role Of Mentoring For Pastoral Formation.” <i>Journal of Applied Christian Leadership</i>, Vol. 11, No. 1, Art. 21. <p>4. Children Ministry:</p> <ul style="list-style-type: none"> • Larson, Mimi L. 2020. “The Child in Our Midst: The Shifting Trends in Ministry with Children and Families over the Past Forty Years.” <i>Christian</i>

	<p><i>Education Journal</i>, Vol. 17(3) 434–448.</p> <ul style="list-style-type: none"> • Carr, Jane. 2017. “Equipping Kids For Ministry.” <i>Christian Education Journal</i>, Series 3, Vol. 14, No. 2. <p>5. Critical Thinking</p> <ul style="list-style-type: none"> • Sanders, Donald. 2018. “From Critical Thinking to Spiritual Maturity: Connecting the Apostle Paul and John Dewey.” <i>Christian Education Journal</i>, Vol. 15(1) 90–104. • Shaw, Perry. 2021. “Moving from Critical to Constructive Thinking.” <i>Evangelical Review of Theology</i>. 45:2, 128–140. <p>6. Mental Well-being:</p> <ul style="list-style-type: none"> • Ramsey-Lucas, Curtis. 2016. “Faith and Mental Health: Creating a Culture of Encounter and Friendship.” <i>Review and Expositor</i>, 2016, Vol. 204-198 (2)13. • Cook, Christopher C. H. 2020. “Mental Health in the Kingdom of God.” <i>Theology</i>, Vol. 123(3) 163–171.
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Course Requirements

A. Weekly Reading Reflection (40%) Due date: weekly from week 2-11

From week 2-11 (total 10 weeks), students are expected to read the weekly reading material provided. Everyone will present their points of reflection during the tutorial session in class. Grades will be awarded based on the quality of your report. Details are as follows:

1. Read with intent: The readings come from a variety of contexts (Christian, Catholic, or secular) that may differ from your own faith background. Read them in light of the weekly key concept/s mentioned in this syllabus. Don't go out of point. (BTh read any 1 material, Master read any 2)
2. Individual Verbal Presentation: During your 5-min presentation (no ppt), answer these 2 questions: What concepts from the reading changed your thinking? How would you apply them in the future (eg ministry, family, work, personal living)? Your presentation should show evidence of your reading and understanding of the material.
3. Grading: Every week you get a score for your presentation. Eg: you showed evidence of a good understanding of the reading, and answered the above 2 questions = 3/4 or 4/4. You showed evidence of not reading the reading nor answering the above 2 questions = 0/4 to 2/4. As long as you are faithfully reading and reflecting, you will score quite easily. Remember, you control your grade, if you don't read responsibly, there is no evidence to support giving you a score.
4. Missed lesson: If you miss or will miss any lesson, you are expected to produce evidence, as early as possible, to justify your absence. Eg: Travel documents, medical certificates, or medicine, showing your name and date on them. Absence without valid evidence or reason will get you a 0/4 for that week. For those with valid reasons, you will need to submit a minimum 500-

word written reflection within a week after you get well or return to class. Be mindful of the snowball effect if you miss too many lessons.

B. Group Presentation (20%) Due date: week 12-13

On week 12-13 (2 weeks), every group will do a 30-min ppt presentation in class. There will be around 4 people in a group. Each group will choose one topic from among the six, to read, research, and teach the class. The intent is to put the CE theories in practice, and learn to be a team player. After every presentation, another group will be assigned to respond to the presentation, followed by a critique by the teacher. Every group should be prepared to respond to any questions from classmates or the teacher. Every member of a group will also fill out a peer-evaluation form after the presentation, for a fair assessment of each other. Marks will be deducted for the non-contributing member/s identified by the team. Make sure you are contributing to your group's success.

The content of your group presentation should address: The Whats of your topic (eg What is the topic about – definition and scope?), the Whys (eg Why is this topic important and relevant for future CE?), the Hows (eg How can we apply it in the future?), and whatever will benefit the whole class. The content should include the two readings, plus any practical tips from other sources.

All ppt, max 30 slides (including cover), must be **submitted by week 12**, and shared with the class.

C. Course Syllabus Critique Paper (40%) Due date: (No extension of the deadline, so plan your work in advance. Ministry busyness is not a valid excuse.)

Select a course syllabus you have gone through or are familiar with, but not from Dr Gary Goh to avoid a conflict of interest. You could review a course syllabus from your own church or ministry, or evaluate a course syllabus from any seminary. The course syllabus should have the key components of objectives, course content and schedule (minimum 24 hrs of lesson time), teaching strategies, and forms of assessment, for you to critique. **Apply the theories and concepts in this course** to critique elements of its design. “Critical” does not mean negative or cynical. It does have to be fair and analytical. Whether there are elements of good or poor design, justify them with **theories and evidence**, not your subjective opinion. Submit the course syllabus together with your critique paper (either copy and paste it as an appendix in the same document, or attach it separately. Erase the name/s of the lecturer/s where appropriate). Word count: BTh: minimum 3000 words, Masters: minimum 4000 words. References: at least 10.

Content requirements are as follows:

Outline of paper	Write with the intent to demonstrate your competency gained from this course. Hence, you should quote the relevant theories or concepts, and justify why the syllabus is good or lacking.

1. Introduction: Brief intro about your chosen course, and its context	<ul style="list-style-type: none"> • Are there evidence that suggest Situational Analysis (Learners, Teacher, Resources, Learning Spaces) was done, or endeavored by the teacher of that course?
2. Body: Your critique of the course syllabus	<p>What are the theories and evidence for your critique of:</p> <ul style="list-style-type: none"> • Learning Objectives • Content Selection and Organisation • Pedagogy/ Andragogy • Learning Assessment • Any other comments
3. Conclusion: A few paragraphs that summarise the above Intro and Body	Gist of Intro and Body

Other recommended references (excluding the books and journals mentioned above)

1. Estep Jr., James R., Roger White, and Karen Estep. 2012. *Mapping Out Curriculum in Your Church*. Nashville, Tennessee: B&H Publishing Group.
2. Estep Jr., James R., Michael J. Anthony, and Gregg R. Allison. 2008. *A Theology for Christian Education*. Nashville, Tennessee: B & H Publishing Group.
3. Habermas, Ronald T. 2009. *Introduction to Christian Education and Formation*. Grand Rapids, Michigan: Zondervan.
4. OECD. 2018. *The Future of Education and Skills: Education 2030*. Paris: Organisation for Economic Co-operation and Development (OECD).
5. Smith, Patricia L.; and Ragan Tillman J. 2005. *Instructional Design*. 3 ed. Hoboken, N.J.: Wiley Jossey-Bass Education.
6. Pazmiño, Robert W. 1992. *Principles and Practices of Christian Education: An Evangelical Perspective*. Eugene, Oregon: Wipf and Stock Publishers.
7. Pazmiño, Robert W. 2008. *Foundational Issues In Christian Education: An Introduction In Evangelical Perspective*. 3rd ed. Grand Rapids, MI: Baker Academic.
8. Seymour, Jack L., Donald E. Miller. 1990. *Theological Approaches to Christian Education*. Nashville, Tennessee: Abingdon Press.

Last updated: Nov 2023