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CD 651 Professional Foundations of Christian Education

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EXL CD651 Syllabus

Professional Foundations of Christian Education

CD651X Syllabus, Fall 2003

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This syllabus is subject to change prior to the beginning of class.

Introduction

Welcome to the Professional Foundations of Christian Education learning adventure. Are you ready for the ride? If you are a bit anxious, just relax, and remember, we're in this together! Although I've taught college/graduate classes for many years, this is my first on-line teaching experience. I plan to invest every ounce of creative teaching energy I have in this technological journey, and hope this is a valuable experience for all of us. Life is short, so lets get started. First, read the syllabus carefully, and then move to Module 1.

What we can expect from each other

As we venture together down this path of on-line learning, there are a few things to keep in mind: 1) The only dumb questions are the ones not asked. Ask and you will receive all the help I can give you. I am usually a kind, helpful person. I will do my best to respond to your needs as soon as possible and will appreciate your patience as I learn my way around the exl world; 2) I will do my best to communicate everything as clearly as possible. I trust you will let me know if you do not understand my messages; 3) God has blessed us with the privilege of working together for sake of Christ. Let's determine to make the most of this opportunity; and, 4) If you happen to have moments during the course that you feel anxious or overwhelmed, close your eyes and repeat the following: "All shall by well, and all shall be well, and all manner of thing shall be well." (Julian of Norwich) We will share our prayer concerns in the prayer center, and I will do whatever I can to support you.

Posting On-line

When posting assignments and responses online it is important to pay attention to "how" your post will be read by others in the class. Be thoughtful with each response and always provide high quality posts, whether those are insights you have gleaned or questions you put forth from your dealings with the material and your experiences. Please DO NOT post such messages as "I agree", or "Good response", etc... I am looking for thoughtful, reflective response that shows me you are dealing with the material. A portion of your grade will reflect the quality of your responses in our Discussion Center and Team Folders (if we use these).

Please limit your Discussion Center postings and replies to 300 words, unless otherwise noted in the Module instructions. Being concise is a must!

In an online classroom, each of us will bring our experiences to the table - and this can be a powerful learning tool! Remember this, Christ-like humility involves a teachable spirit. We are not here to just impart out wisdom upon one another, we are here to learn from one another. I will lead and facilitate this learning process and trust that you will enjoy the learning experience.

Where to find me

Please post all course related postings and questions in the Discussion Center. This will be our "classroom" where we can all "hear" and respond to the entire class posts, just as we could in an on-campus course. You may send any private correspondence to me through the "To Office" icon in our classroom. Please only send private correspondence to the Office that you don't wish others to see. Do not ask general course related questions here. Post those questions to the Discussion Center so that others will be able to see them and my answer to them. I will encourage you to write to me from time to time by requesting that you post a response to the Office. So please don't feel that it is an intrusion or bad thing to do.

In case of an emergency, please send a message to the Office icon in our classroom and Cc the message to my personal Asbury account, and mark the subject as URGENT! I will read this email immediately and respond as necessary. My home phone number is (859) 223-6244, we are on Eastern Standard Time.

I will check my online correspondence regularly Monday through Thursday. I'm sure that on occasion I will need to be away from my desk and unavailable to be online. When that happens, I will let you know and I will also inform you when I will be back online so that you can plan better our conversation times. Why don't you do the same for me? Please send a message to our Discussion Center telling us that you will be away for a time. That way we can pray for you too! Don't be shy about asking me questions; others are probably as interested in the answers as you are. Please be aware of the limitations of trying to communicate through this medium and give others a chance to express themselves as well.

Professional Foundations of Christian Education is a three-hour course that meets for a total of fourteen weeks. This course requires 107 hours of student involvement. If you can set aside approximately 8 hours per week for course work, you should do just fine. The way to succeed in a class like this is to try to spend time online (in our classroom) at least everyday, or every other day.

Course Purpose

The ATS catalog describes this class as an examination of the key ideas set forth in the writings of 30 significant contributors to the development of Christian education, as a field of study and as an arena for the practice of Christian ministry. In other words, this course explores the development of Christian education from ancient times up to our present postmodern world. Historical, theological, and educational issues will be identified as well as the relationship between these issues and the future of Christian education. Understanding the birth and development of Christian education throughout the centuries is essential for a much needed educational renaissance. Together, we will allow the voice and vision from history to enrich and envision our professional efforts in the church today.

Course Objectives

The goal of this course is that you will:

1. become well-acquainted with the major movements and figures in the history of Christian education
2. envision ways in which historical studies may inform contemporary Christian education practice
3. develop lenses and skills for critical response and analysis of Christian education theories
4. come to understand the historical, theological, and philosophical bases for professional understanding of Christian education

Required Reading

Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective by Harold Burgess

Sourcebook of the Christian Faith: Primary source readings from the history of Christian education (latest edition), by Robert F. Lay, Taylor Universtiy, Fall 1999.

Augustine and the Catechumenate by William Harmless

The Big Little School: Two Hundred Years of the Sunday School, by Robert W. Lynn and Elliott Wright

Reed and Prevost, A History of Christian Education is an excellent reading investment. It largely covers the history of Christian education in early centuries.

Philosophy of Education

It is necessary for me to describe some of my beliefs about education since my views on education will guide the shape of this course. I believe that in order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this on-line class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on, and openly discuss, your personal experiences and understandings related to various topics. Your presence and enthusiastic participation in all on-line class activities will determine the value of your learning experience.

Course Evaluation Procedures (Your grade will be based on how well you complete the following requirements.)

Requirements:

1. Participate in on-line sessions.
2. Completion of all readings, reports, papers, and on-line class discussion assignments by the date assigned on the course calendar.
3. Three 6-8 page seminar-type reports.

Report # 1 Due: September 22

The Ancient Catechumenate and the Postmodern Church

In this paper you will discuss the relationship between the ancient catechumenate and the educational practices in a specific congregation today. There will be three parts to this 6-8 page paper: 1) a description of the educational practices in a congregation of your choice (you may find it convenient and beneficial to focus on the congregation you are currently participating in); 2) a description of the catechumenate in the early church; and 3) a critical comparative analysis with suggestions on how/what the church of today can learn from the ancient educational/formational church practices.

Report # 2 Due: October 20

Everybody Ought to Go to Sunday School?

In this paper you will write a persuasive argument for why the Sunday School is needed today. Your argument will be based on ideas and insights gleaned from the history of the Sunday School movement (18th through early 20th century). In this paper you will describe some of the formational dynamics of the Sunday School movement, and explain the significance of these dynamics for the church today.

Report # 3 Due: November 17

Christian Education in the 20th Century

In this paper you will focus on one or more major figures in Christian education during the 20th century. You may write about one leading Christian educator, or do a comparative study of two or more. This report should include some biographical data, a description of the historical/theological context, and the significance of the educators contributions to the practice of Christian education. A list of acceptable names will be provided in the first module. The plan is that each class participant will choose different people to write about, and then share some of your research insights with the rest of the class.

All reports must include appropriate footnotes and a bibliography with a minimum of four scholarly sources (either primary or secondary sources, books or journal articles). Please plan to use the required readings as possible sources for these reports. Opportunities to discuss the issues that are central to these reports will be provided in our on-line class discussions. Insights identified in these three reports can be used as for the development of your final vision paper.

Each report will be evaluated according to the following criteria: (total 15 points each)

Organization, including appropriate form and style (including required number of scholarly sources) = 6 points

Appropriate information (biography, historical context, significant contributions, bibliography, demonstration of historical impact on contemporary practice) = 6

On-line presentation of ideas/insights and interaction = 3

Through these reports, you will demonstrate your understanding of a major figure/issue/practice/movement in the history of Christian education as well as the significance of this figure/issue/practice/movement in contemporary practice. These reports will aid in the development of critical analysis skills and provide insights on the historical, theological, and philosophical bases for a professional understanding of Christian education.

4. One final 10-12 page, integrative vision statement that includes the following: Due: Dec. 8

In this paper, you will put forth a vision for the professional development of Christian education in the church today. You may focus on a specific congregation, denomination, or the Christian church in general. Which ever focus you choose, you must describe the context, including a description of the need for Christian education within the context you choose. Your vision must include, and be based on, critical analysis of the major figures (people), movements (such as the Sunday School movement), and/or theories that were central to the practice of Christian education throughout history. In other words, in this paper you will describe a vision for Christian education based on insights related to a person(s), movement(s), or theory(ies) from the history of Christian education. The three 6-8 page reports may be used as foundational material in the development of the final vision paper.

Grading scale for the course: Class participation and interaction 25 %
Three 6-8 page reports 45%
Final vision paper 30 %

Grading policy:

Grades will be assigned as follows:

"A"	97-100
"A-"	93-97
"B+"	88-92
"B"	84-87
"B-"	80-83
"C+"	77-79
"C"	72-76
"C-"	69-71
"D"	65-68
"F"	64 and below

Module Listings and Sequence This is a tentative outline of the course modules and is subject to change. Details will be described within each module.

Welcome: Video Introduction at the beginning of the Module 1.

Module 1: Course Introductions Week of September 2

Module 2: Ancient Christian Education Begins week of September 2

Module 3: Christian Education in the Middle Ages Begins week of
September 15

Module 4: Christian Education in the Reformation Begins week of
September 22

Module 5: The Sunday School Movement Begins week of October 6

Module 6: 20th Century Christian Education Major Figures Begins week of
October 20

Module 7: Postmodern Christian Education Begins week of Nov. 17 (Reading
Week of Nov24)

Available Resources

Libraries: ATS; Asbury College; Lexington Theological Seminary; and University of Kentucky.

Interlibrary loan services are also available and they may require two to four weeks to acquire the books and articles requested. I recommend that you gather all your research materials early in the semester. Appropriate resources will enable quality research projects.

On-Line Databases such as Religious & Theological Abstracts: On-line data bases are relatively easy ways to access the available literature about your research topic.

Personal Contacts: There are ways to contact the contemporary writers through your professor and other faculty at ATS. You may also consider locating close friends, relatives, or former students of the contemporary writers. Planning ahead and asking for assistance will be essential to your success with personal interviews.

Technical Support

For technical difficulties with FirstClass, contact Jared Porter, ExL Support, at ExL_Support@asburyseminary.edu

For general concerns, questions, or problems email Extended_Learning@asburyseminary.edu or contact Kevin Osborn at ExL_Director@asburyseminary.edu

For library assistance contact Hannah_Kirsh@asburyseminary.edu

Obtaining Library Materials and Reference Assistance

Email: Ats_Reference@asburyseminary.edu
Toll-Free Reference Help Line: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible.

However,

library services are always available to students through Asbury's B. L. Fisher Library. All requests for books and journal articles should be e-mailed to the Reference Desk (ATS_Reference@asburyseminary.edu). The Reference workers (Hannah, Robbie, and Nina) will also assist ExL students with reference requests, using various online databases, or doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library catalog (for books available in the library) or one of the restricted journal databases available on the library's website (www.asburyseminary.edu/library - choose "library catalog" or "restricted databases"). Then send an email to the reference desk citing the sources that you would like to request. If you need help searching the databases, do not hesitate to call (1-866-454-2733) or email the reference desk. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page); however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (10 cents per page in pdf format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

Windows and Icons:

The Course Center will contain a copy of the syllabus as well as all class modules (No interaction takes place here. This is where the prof. posts course materials only).

The Discussion Center will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and the professor, you should post to the Discussion Center.

The (Class Number) Office is for private correspondence between you and the professor. This will contain items that you do not want to appear publicly before all of your classmates, including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. Remember: None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel

services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.