

**Advance Ministry Preparation**  
**Sponsored by Gateway Seminary**  
**CLE 1412 Educational Ministry of the Church**  
**基督教教育導論 - 3 Hours**

**Spring (April-June) 2021**  
**Meeting Online Wednesday 7:30-10:00PM (PST) 4/7-6/26**

The Crosspoint Institute of Ministry Leadership

匯點事工領袖學院



Milpitas, California, USA

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**COURSE DESCRIPTION**

**課程簡介**

An examination of the rationale for the ministry of Christian Education. The study focuses on what is happening to people through the principles and methods for organizing, administering, promoting, and improving the education strategy of the local church.

透過考察基督教教育事工的基本原理，本課程將會檢視一些組織，管理，促進和改善當地教會的教育策略的原則和方法，併其對會眾帶來的影響和改變。

**COURSE OBJECTIVES**

**課程目的**

At the conclusion of the course, students should be able to:

1. Articulate a rationale for a church's Educational Ministry
2. Set forth a theological basis for the organization and administration of the Educational Ministry;
3. Identify the basic principles and methods of an Educational Ministry Program
4. Develop competency in organizing, planning, conducting, and improving the church's total ministry
5. Lead a church to develop suitable objectives, goals, and action plans for Educational Ministry;

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成功完成本課程後學員應能夠：

1. 闡明教會教育事工的基本原理
2. 闡述教育事工的組織與行政的神學基礎
3. 鑒定教育事工的基本原則和方法
4. 增強組織，計劃，執行和改善教會整體事工的能力
5. 帶領教會的教育事工並為其製定合適的目標，目的和行動計劃

### GRADING 評分

#### Attendance and participation: 20%

Each student is expected to attend class faithfully. Attendance is considered vitally important. If a student must be absent, he or she must watch the meeting recording. One absence will be excused. Two absences will reduce the final grade, and more than two will result in failing the course.

#### Reading and Reflective Response 10%

Brief **reading reports** indicating preparatory reading has been completed for each class session will be required. Readings shall follow the Course Calendar below. Reading Reports will indicate the cumulative percent of required readings completed for each session. *Submit your Reading Reports on the Moodle course page prior to each class meeting.*

Several short written **reflective response exercises** will be submitted in class or as the result of a class session. These will enable class participants to respond directly to the instructor or reflect on their own research understanding and/or practices. *Submit as requested on the Moodle course page.*

#### Educational Leader Interview 15%

Interview for a minimum of 45 minutes an EM pastor, coordinator (of a ministry/program), or director in the local church. Explore their educational philosophy, guiding principles, and practices. Submit a brief report (2-3 pages) summarizing your findings *and* reflecting on how your findings relate to key educational frameworks, principles, and tools explored in class. Embed a few key direct quotes from the interview to support your summary findings. Include a list of your prepared interview questions. Do not include transcript notes from the interview. Note this is not merely a summary of the interview, but a report of findings and your reflections on those findings.

#### Project Case Study 15%

Write a case study (with a partner if desired). Field test it (See How to Write a Case Study on Moodle), and write a reflection paper (2 pages) on this exercise. More information will be provided on Moodle. *Submit your paper on the Moodle course page.*

#### Reflection Paper 20%

Write a reflection paper on Parker Palmer's *To Know as We Are Known: a Spirituality of Education*. *Submit your reflection paper on the Moodle course page.*

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### Team Project 20%

1. Proposal 5%: Form teams of 2 or 3. Develop a Team Learning Project proposal – a one page summary of Questions #1-4 from the Team Learning Project Outline below. *Proposal DUE Sat April 24.*
2. Project Plan 15%: Create a 20-minute presentation of your completed Team Project. Video-capture the presentation, and submit it by: posting to Moodle or email a link (Google Drive, YouTube, DVD, memory stick, etc.), and post on Moodle a one-page summary handout, and any other slides/presentation aids. Video and handout must be uploaded by **Sat June 19**. The 20-minute presentation should focus on Questions #5 & 6. The goal of the presentation is to present your findings in a focused, informed (using course terms and content; and appropriate other resources), organized, crisp, and creative manner, including biblical and theological reflection. (See Team Project Evaluation Rubric on Moodle. Note: Each individual on the Team must complete an Evaluation Rubric and submit it with the final Team Project.)  
All students must watch the video presentations uploaded by other teams and fill out an Evaluation Rubric of other teams and submit it to Moodle. *Evaluations DUE Sat June 26.*

### GRADING SCALE

#### 評分等級

Grade 等級	Score 成績
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	0-64

### LECTURES AND ASSIGNMENTS

#### 講座編排與閱讀任務

This course will meet every Wednesday from 7:30 to 10:00 PM Pacific Time for 13 weeks from April to June in 2021. There will be two special Saturday classes on 5/1 and 6/5. Classes will be held online from 9:00 AM to 3:00 PM.

本課程為期 13 星期，4 至 6 月每星期三晚上西岸時間 7:30 點至 10:00 在線上課。在 5/1 和 6/5 兩個星期六从上午 9:00 AM 到下午 3:00 PM 將會有特別的教學學習，敬請學員留意及預留時間參與。

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Week 周		Lecture 講座	Reading 閱讀	Others 其他
1	4/4-10	Course Overview Introductions Educational and Biblical Frameworks	Parrett & Kang – Ch 1 – 2 (55pp) <i>Poiēma</i> and Body	
2	4/11-17	Educational Ministry in Old and New Testament	Maddix – Biblical Principles for Practicing Christian Education (7-14) (8pp) Brueggemann – Canon and the Educational Repertoire (1-17) (18pp) Parrett & Kang – Ch 34 (75-97) (23pp)	
3	4/18-24	Learning Motivation Teaching Ministry of Jesus & Holy Spirit	Guthrie – “Christ Centered” (12pp) Graham – “Motivation” (157-170) (14pp) Ambrose – “What factors motivates students to learn?” (66-90) (25pp) Parrett & Kang – Ch 4 (98-123) (26pp)	Interview due Team Proposal due
4	4/25-5/1	Learning and Formation	Kang – “Transformed by the Transfiguration” (14pp) Maddix – Faith Formation in the Bible (3-13) (11pp)	Saturday Class
5	5/2-8	Learning Climates, Theories, Styles Human Development	Parrett & Kang – Ch 8 (25) Theorists Hsiao – Development of Christian Education in Chinese Churches (45-75) (29pp) (in Chinese)	
6	5/9-15	Educational Philosophy	Parrett & Kang – Ch 10 (38) Visions of Chr Teaching	
7	5/16-22	Creative Tension Critical Thinking Learning Methods and Models	Parrett & Kang – Ch 14 (38)  Chow – Ch 8 (144-170) (27pp) (in Chinese)	Case Study due
8	5/23-29	Curriculum Development Organization and Administration Teams and Relationships Evaluation	Conde-Frazier – “Curriculum” (20pp) Sanders – “Questions” (10pp)	
9	5/30-6/5	Development Theories Children’s Ministry	Parrett & Kang – Ch 9 (28) Comm of Learners	Saturday Class

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		Youth and Emerging Adults (Think Family Ministry)	Williams – “Moralistic Interpretation” (5) Daloz-Parks – “Emerging Adulthood” (18)	
10	6/6-12	Educational Ministry with Adults & Senior Adults Intergenerational Ministry	Parrett & Kang – Ch 6-7 (58) Teachers  Cranton – “Adult Learning” (18) Seaver – “My World” (2)	Reflection Paper due
11	6/13-19	Systems Theory Organizational Leadership	Guthrie – “Resilient Ministry” (4)	Team Project due
12	6/20-26	Small Group Ministry Teaching the Bible Sustainable Ministry	Haack – “Evaluating Small Group” (1)	Team Project Evaluation due
13	6/27-7/3	Group Assessment & Review		

### REQUIRED TEXTBOOK

#### 必備課本

Palmer, Parker. 1983. *To Know as We Are Known: a Spirituality of Education*. San Francisco: Harper and Row. ISBN 978-0060664565.

Parrett, Gary A., and S. Steve Kang. *Teaching for Faith, Forming the Faithful*. IVP Academic, 2009. ISBN 0830825878. (Selections are required as indicated on the Course Calendar.)

Other readings noted in the calendar above are posted on the course Moodle page.

Both required readings above are available in Chinese for mail order at US Tiendao 北美天道書樓 ([www.ustiendao.net/](http://www.ustiendao.net/)).

1. 帕克. 巴默爾 (Palmer, Parker)。《未來在等待的教育—從創造生命的空間開始》(To Know as We Are Known: a Spirituality of Education) 宋偉航譯。出版社：校園書房，2015。ISBN: 9789861984551。 <http://www.ustiendao.net/to-know-as-we-are-known-education-as-a-spiritual-journey/>
2. 蓋瑞. 派瑞 / 史帝夫. 康 (Parrett, Gary A., and S. Steve Kang)。《教導所信形塑信者：從聖經看教會教育事工》(Teaching for Faith, Forming the Faithful) 鄔霈霖譯。出版社：橄欖，2014。ISBN: 9789866355332。  
<http://www.ustiendao.net/teaching-the-faith-forming-the-faithful-a-biblical-vision-for-education-in-the-church/>

**SELECTED BIBLIOGRAPHY**

**其他相關書籍**

Ambrose, Susan A. et al. 2010. *How learning works: 7 research-based principles for smart teaching*. San Francisco: Jossey-Bass. ISBN 9780470484104.

Anthony, Michael, ed. *Foundations of Ministry: an Introduction to Christian Education for a New Generation*. Grand Rapids: Baker Books, 1997. [either 1997 or 2000 is acceptable]

Bain, Ken. *What the Best College Teachers Do*. Cambridge: Harvard University Press. 2004. ISBN: 9780674013255.

Donahue, Bill. *The Willow Creek Guide to Leading Life-Changing Small Groups*. Grand Rapids: Zondervan, 2002.

Hemphill, Ken. *Revitalizing the Sunday Morning Dinosaur: Sunday School Growth Strategy for the 21<sup>st</sup> Century*. Broadman and Holman, 1996.

Henrichsen, Walter. *Disciples are Made—Not Born*. Colorado Springs, CO: Cook Communications, 1988. [any copyright year is acceptable]

Wilhoit, James, and Leland Ryken. *Effective Bible Teaching* 2<sup>nd</sup> ed. Grand Rapids: Baker, 2012. ISBN: 9780801048609.