



## **Foundations in Christian Education CEEF6301**

### **New Orleans Baptist Theological Seminary**

### **Christian Education Division**

#### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

#### **Core Value Focus**

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

#### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** To interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. *Theological and historical perspective:* Students will develop a personal view as they compare and contrast secular philosophies with Christian, biblical and historical positions and perspectives.
2. *Disciple making:* Principles and practices of education and underlying theories will be explored and applied to contemporary disciple making methodologies and Christian education programs.

3. *Spiritual and character formation:* Students will compose a personal philosophy of Christian education integrating the concepts, principles, and ideas introduced in this course with their own experiences.

### **Course Description**

Students will study traditional and modern educational philosophies and their respective responses to the metaphysical, epistemological and axiological questions within the historical context of religious and Christian education. Special attention will be given to the major educational theories, structures, approaches and the personalities who presented, promoted, and propagated them. Students will compare and contrast the philosophies and their influence on educational theories and Christian education ministries.

### **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:

1. Apply their knowledge and comprehension of the basic philosophical questions of metaphysics, epistemology, and axiology; and knowledge of the major philosophical movements and their educational implications in order to provide a foundation for the practice of Christian Education in the church.
2. Value the study of philosophy and its implication in the practice of Christian education.
3. Be able to formalize and communicate a personal philosophy of education.

### **Course Teaching Methodology**

The course will involve the following methodologies:

A variety of teaching-learning methods will be employed in this course. Students will engage in personal research, presentations, and class discussions. The professor will present foundational material through lecture and interactive class experiences.

### **Units of Study**

#### HISTORICAL and PHILOSOPHICAL BACKGROUNDS

- Unit 1: Introduction to Philosophy of Christian Education
- Unit 2: Historical Foundation of Christian Education Pt 1
- Unit 3: The Nature of Philosophy of Christian Education
- Unit 4: Historical Foundation of Christian Education Pt 2
- Unit 5: Traditional Philosophies & Education
- Unit 6: Historical Foundation of Christian Education Pt 3

#### MODERN PHILOSOPHIES and EDUCATION

- Unit 7: Historical Foundation of Christian Education Pt 4
- Unit 8: Modern Philosophies and Education
- Unit 9: Christian Education in the Post Modern Era
- Unit 10: Contemporary Theories of Education

#### PHILOSOPHY and CHRISTIAN EDUCATION

- Unit 11: Traditional Philosophies and Educational Theory
- Unit 12: Modern Philosophies and Educational Theory
- Unit 13: A Christian Approach to Education
- Unit 14: Refining a Personal Philosophy of Education

## Embedded Assignment

**Personal Philosophy.** Students will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions.

## Textbooks

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

## Required Texts

Anthony, Michael and Warren Benson. *Exploring the History and Philosophy of Christian Education*. Eugene, OR: Wipf & Stock Publishers, 2003 (printed 2011).

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4<sup>th</sup> ed. Berrien Springs, MI: Andrews University Press, 2006

## Optional Texts

Estep, James R., Michael R. Anthony and Greg R Allison. *A Theology for Christian Education*, Nashville, TN: Broadman and Holman, 2008

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3<sup>rd</sup>. Grand Rapids, MI: Baker Academic, 2008.

## Course Requirements

Unless specified, all papers should be double-spaced, written according to Turabian guidelines regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Reading and Quizzes.** Students will read *Exploring the History and Philosophy of Christian Education* as well as *Philosophy and Education*. Students will also be asked to report the quantity of the text read for a numerical grade. Students will be expected to discuss the content of the two texts as well as incorporate ideas and principles presented in these texts into their *Personal Philosophy of Education* paper.
2. **Philosophy of Education Handout.** Students will be assigned one of the five philosophies detailed in *Philosophy and Education*. Students will prepare a 4-6 page handout on an assigned philosophy and related/emerging educational theories. Students should draw on sources beyond the primary texts. Content should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the philosophy and related/emerging educational theories. The document should also include implications for contemporary Christian education. Handouts are expected to be available to other students via discussion boards following the class presentations. Format does not have to be Turabian, creativity in design and layout is encouraged.
3. **Reaction Papers.** Students will also generate a 2-3 page reaction paper detailing how their assigned philosophy and theory relates to the other philosophies and educational theories. Analyze, compare and contrast the principle ideas.
4. **Philosophy of Education Presentation.** You will prepare and present your assigned educational philosophy and related/emerging theories to the class. The presentation should include some form of a slideshow. The presentation also should be recorded to a video or audio file (use mp3) and then uploaded to the discussion board so that everyone can view it. Specific instructions will be provided through Blackboard communication and in the class.
5. **Personal Philosophy.** Students will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions.

6. **Discussion Board.** Students are expected to actively participate in class discussions. A grade will be assessed based upon attendance, attentiveness, and attitude.

### **Evaluation of Grade**

The student's grade will be computed as follows:

Reading	15%
Philosophy and Theory Presentation	15%
Philosophy and Theory Handout	15%
Reaction Paper	10%
Personal Philosophy of Education	30%
Discussion Board	15%

The course will use the NOBTS grading scale as listed below:

A	93-100
B	85-92
C	77-84
D	70-76
E	Below 70

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

[Other paragraphs might be included, such as: expectations for reading assignments, policy on late assignments, academic honesty, classroom demeanor, extra credit]

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

## Personal Philosophy of Education Guide

1 Peter 3:13-16 says, “*Who is there to harm you if you prove zealous for what is good? But even if you should suffer for the sake of righteousness, you are blessed. And do not fear their intimidation, and do not be troubled, but sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence; and keep a good conscience so that in the thing in which you are slandered, those who revile your good behavior in Christ will be put to shame.*”

The purpose of this work is to cause you to think through your beliefs about ministry philosophy and to be able to make a biblical and rational defense of those concepts.

Use the following components of a personal philosophy of ministry, **Biblical Matters**, **Theological Matters**, **Philosophical Matters**, and **Praxis Matters**, to outline your personal philosophy of ministry in the areas listed below. Be sure to explain each of the components (Biblical, Theological, Philosophical, Praxis) for each area listed below **completely** giving scriptural evidence for your reasons. Cite the Scripture, and explain how it supports your position. See the grading rubric following.

1. The Purpose of Education
2. The Role and Nature of the Teacher
3. The Role and Nature of the Learner
4. Purpose and Goals of Curriculum
5. Instructional Methodology
6. Learning Environment
7. Outcomes and Assessment