


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	PRINCIPLES FOR TEACHING AND LEARNING 教與學的基本原理 CHED CM12 XP
Date and Time	SEPTEMBER 15TH – DECEMBER 8TH, 2022 THURSDAY: 8:15AM – 11:05AM IN-PERSON
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	DR. ANTHONY WING-HANG CHOW, PhD (鄒永恒博士) Telephone number: (416-226-6620 ext.2108) Email: achow@tyndale.ca
Class Information	The classes will be in-person on Thursdays from 8:15 AM – 11:05 AM. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

This course will provide opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for students to examine a variety of teaching and learning theories and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Students will explore foundational principles and theories of teaching, learning and curriculum planning, in order to best design and implement effective learning experiences in churches/institutions.

本課程將探討教導與學習的基本原則、理念及技巧，並如何在教會教育事奉的過程中應用這些原理。學員將涉獵聖經、神學、歷史、心理學、方法學等教學基礎，並在從認識學生、課程設計、教學策略等層面來學習如何建立有果效的教會教導事工。

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Learning Outcomes in the Cognitive Domain 認知目的
 - 1.1 掌握在教會或機構中進行教導與學習的聖經基礎。 Identify biblical principles of teaching and learning for the church and Christian institutions.
 - 1.2 了解及評價不同學習理論的原則、應用及其影響。 Analyze and evaluate the principles, practices and dynamics of selected learning theories.
 - 1.3 了解及評價不同的教導哲學、原理及方法 Analyze and evaluate various philosophical, theoretical and methodological views of teaching.
2. Learning Outcomes in the Affective Domain 感知目的
 - 2.1 肯定教導事工是神的心意。 Convinced that teaching ministry is the will of God.
 - 2.2 願意委身終身學習真理。 Willing to commit to life-long learning of the truth.
3. Learning Outcome in the Practical Domain 實踐目的
 - 3.1 掌握及了解其個人作為教師或牧者的個人假設、信念、理論及價值觀 Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values.
 - 3.2 了解並建立個人在教學過程中進行學習評估的原理與實踐方法 Analyze and create principles and practices of learning assessment for an instructional setting.
 - 3.3 在教會或機構中建立及發展能增強學員學習果效的教導策略與方法 Explore and create teaching strategies and methodologies that can enhance effective learning experiences in churches/institutions.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. LeFever, Marlene. 1995. *Learning Styles*. Colorado Springs, CO: David C. Cooks.
李菲兒著，《引爆學習 Very Match》。台灣：中國主日學協會，2004。
2. Palmer, Parker J. 2015. *To know as we are known: Education as a Spiritual Journey*. (Chinese translation) Taiwan: Campus Evangelical Fellowship Press.
巴默爾著，宋偉航譯。《未來在等待的教育：從創造生命的空間開始》。台北：校園書房，2015。

3. Chen, Ching-Yun Huang. 2011. *Handbook for Effective Bible Teaching*. Taiwan: China Sunday School Association.

黃慶雲著，《聖經教學實用手冊》。台灣：中國主日學協會，2011。

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

(See Selected Bibliography below 參看附加書目)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

[If applicable, list recommended reading for optional purchase or download on classes.tyndale.ca course resource page]

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- This course is in-person only.

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

The following assignments are to be completed as described below by the dates.

Required Assignments Summary – 100%

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|--|------------------|
| 1. Annotation: Book Reports 閱讀反省報告– 15% | Due: Nov 3, 2020 |
| 2. Course Design & Presentation 課程設計及演試– 35% | Due: Dec 1, 2020 |
| 3. Research Paper 研究專文– 40% | Due: Dec 8, 2020 |
| 4. Classroom participation 課堂參與– 10% | |

Annotation - 15%

Annotation of the three texts.

在閱讀三本課本後，就其內容作出具批判思考的反省，並就每一課本撰寫不多於三頁的個人反省回應。

Course Design and Presentation – 35%

Design a course of 6 sessions that can be used in a local church setting. It can be a training course, a discipleship group training or any other type of courses. A list of requirement will be given by instructor. The design should show that the students understand the theories and principles of this Course. Students also need to give a 15 minutes presentation of the introduction of the course.

按講師提供的課程設計要求，設計出一個可以在教會進行的訓練班、門徒訓練或其他課程。課程內容必須顯示學員掌握及應用課堂所講授的理論，整個課程設計為六課。學員需要在課堂中演試一個十五分鐘的課程導論。

Research Paper – 40%

A Research Paper (8–10 pages in Chinese) is required. A list of topics will be given for students to choose. The paper will be evaluated on the internal consistency, clarity and style of work, the development of actual analysis and the conclusion, and the reference list. The conclusion should come out from analyzing different theories and thoughts about the chosen topic, instead of merely stringing notes together from books found in the library or merely presenting student's own thoughts. Please beware that plagiarism will not be tolerated.

按講師在課堂中派發的題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇 8 至 10 頁的研究專文。內容以華人教會為研究方向為最理想，但不一定需要。學員需注意文章的內容必須為個人研究的結果，抄襲書本或別人研究成果是嚴重違反誠信的行為，本院將按章處理一切剽竊行為。

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments: [*Sample*]

Annotation 反省閱讀報告	15%
Course Design & Presentation 課程設計與演試	35%
Research Paper 研究專文	40%
Classroom participation 課堂參與	10%
Total 總分	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on

tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

學生須詳讀學科日曆 [Academic Calendar](#)，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。

Recording 錄音和錄像

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

日期 Date	內容 Content	閱讀 Reading
Sept 15	導論：甚麼是教導？甚麼是學習？ Introduction: What is teaching? What is learning?	巴：3-67 頁 黃：84-101 頁
Sept 22	聖經教師的成長 Growing of a Bible Teacher	巴：69-176 頁 黃：24-50 頁
Sept 29	認識學生 Understanding Students	黃：52-63 頁
Oct 6	體驗式學習與學習風格 Experiential Learning & Learning	李：47-104, 135-229 頁
Oct 13	聖經教學設計 Bible Teaching Design	黃：168-213 頁
Oct 20		
Oct 27	Reading Week	
Nov 3	教學方法 Teaching Methods	黃：122-166 頁
Nov 10	多元智能與教學設計 Multiple Intelligence & Teaching Design	課堂講義
Nov 17	轉化式學習原理 Transformative Learning Theory	課堂講義
Nov 24	批判反思式教學原理 Critical Reflective Teaching Theory	課堂講義
Dec 1	學員演試 Presentation	
Dec 8	聖靈與聖經教導 The Holy Spirit and Bible Teaching	黃：16-21 頁

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

- 區應毓等。《教育理念與基督教教育觀》。多倫多：加拿大福音證主協會，2005。
- 鄒永恒著。《活學、活教、建立主門徒》。香港：華人聖經教導推行會，2014。
- 林來慰、成曾淑儀編。《生命的培育：信徒全面培育研究會彙報》。香港：世界華人福音事工聯絡中心，1991。
- 韋賀特著。黃碩然譯。《基督教教育與生命塑造》。香港：福音證主協會，1999。
- 吳梓明編。《邁向九十年代的基督教宗教教育》。香港：華人基督教宗教教育促進會，1990。
- 派瑞及康著，烏霽霖譯。《教導所信，形塑信者》。新北市：中華福音神學院，2014。
- 黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。
- 黃碩然。〈教會教導事工的危機與轉機〉。周建華主編。《教牧分享》2008年9月號。香港：世界華人福音聯絡中心，2008。
- 傅理樂著。黃懋昇譯。《教學與訓練的設計》。香港：浸信會出版社，1984。
- 蕭克諧。《基督教宗教教育概論》。二版。香港：道聲出版社，1989。
- 譚天佑。《教會教育事工簡介》。香港：天道書樓，1983。
- 蘇文隆、林淑美等著，《21世紀的基督徒教育》。美國：基督使者協會，2018。
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- Anthony, Michael J. ed. 2001b. *Introducing Christian Education*. Grand Rapid, MI: Baker Academic.
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- Eisner, Elliot W. 2002. *The Educational Imagination: On the design and evaluation of school programs*. 3rd ed. Upper Saddle River, NJ: Merrill Prentice Hall.
- Estep, James R. Jr., Michael J Anthony & Gregg R. Allison. 2008. *A Theology for Christian Education*. Nashville, TN: B & H Publishing Group.
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- Lowe, Stephen D. & Mary E. Lowe. 2010. "Spiritual Formation in Theological Distance Education: An Ecosystems Model." *Christian Education Journal*. Series 3, Vol. 7, No. 1, 85-102.
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