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[CHRI 2213 1S]: Educational History and Philosophy]

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| Instructor: | B.Dixon |
| Class Days: | Mondays |
| Class Hours: | 6:45-9:35pm |
| Website: | Classes.tyndale.ca, |
| Email: | bdixon@tyndale.ca |
| Office Hours: | Please make an appointment |
| Classroom: | Synchronous Online. |

Tyndale Seminary students may enroll in this course under the following course code:

CHED 0551 1S Historical and Philosophical Foundations for Christian Education

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Undergraduate Studies schedule related to reading days, start and end of semester, exam schedule and according to the Undergraduate Studies Academic Calendar.

I. COURSE INFORMATION

COURSE DESCRIPTION

Includes an analysis of biblical, historical and philosophical foundations of Christian education, issuing in a personal philosophy of education.

This course will survey the philosophies of education that have guided education and the church throughout history. Present church and parachurch programs and practices will be examined in the light of these philosophical ideologies. Particular attention will be on current 21st philosophies which are driving praxis.

LEARNING OUTCOMES

At the end of the course students will have:

- Understood the significance of the terms metaphysics, axiology and epistemology
- Explained the core values related to five major movements in the history and philosophy of education.

- Recognized the impact of major historical figures that have impacted the field of education and the church.
- Developed a personal worldview that incorporates their personal philosophy of education.
- Identified the philosophical core principles and praxis of a parachurch organization.
- Outline important passages in the biblical text with important bearings on education.
- Identified philosophical trends in the 21st Century church and educational institutions.

REQUIRED TEXTS & MATERIALS

Murphy, Madonna. *The History and Philosophy of Education*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2006.

Chapters will be posted on Moodle. (Textbook is out of Print)

Dr. Murphy has generously offered the class free of charge use of her textbook. The chapters will be posted on Moodle before the start of the first class.

Course notes, handouts (including syllabi) and supplementary readings are posted on Moodle as well.

COURSE OUTLINE

| Date | Topic | Assigned Readings | Assignments |
|---------|---|----------------------------------|--|
| Jan.8 | Introductions; The Syllabus; Education in Ancient Greece | | |
| Jan. 15 | Education in Ancient Greece (continued); Roman Education Contributions Special Speaker: Dr. Madonna Murphy | Assigned questions from the text | Reflection on Dr. Murphy's talk. (Due Jan. 22) |
| Jan. 22 | Christian Education | Assigned questions from the text | |
| Jan. 29 | Medieval Educational Contributions | Assigned questions from the text | |
| Feb. 5 | Education in the Renaissance | Assigned questions from the text | |
| Feb. 12 | The Enlightenment | Assigned questions from the text | |
| Feb. 19 | Family Day (no class) | | |

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| Feb. 26 | Education in the New World | Assigned questions from the ext | Education in 2024 paper due |
| March 4 | Developing a North American Educational System | Assigned questions from the ext | |
| March 11 | Education for All | Assigned questions from the ext | Parachurch Presentations |
| March 18 | Education for Democracy | | Parachurch Presentations Educational Philosophy Paper Due |
| March 25 | Education for a Global World | Assigned questions from the tPext | Parachurch Presentations |
| April 1 | Education in 2024 & Beyond | | Personal Education Philosophy Paper due. |

EVALUATION & ASSIGNMENTS

1. Personal Educational Philosophy (25%). The culminating assignment

During this course you will learn about, reflect on and evaluate many different philosophies about the role of education in our school systems and churches. You will be assessed on how well you have understood these philosophies of education as evidenced by the completion of a report that you will submit by the end of the course.

At the end of every chapter Dr. Murphy has a section entitled *Developing Your Philosophy of Education*. This will be the basis of your paper.

To guide your thinking, imagine you are given the task of forming a learning community. This could be a Sunday School class, a life group, a mid-week church group or even a new school. What would this learning community look like. What philosophical principles drive this group? What would you name it? What is its educational purpose? What is the role of the teachers or instructors? What approaches (methodologies) should be used so that the students learn effectively?

You will need to support the rationale for your decisions based on what you learned during the course. **References to the specific philosopher discussed in class is required.**

More details will be provided during class.

Due: April 1

2. Educational Philosophical Evaluation of a Current Religious Program (25%)

Students will select an existing church or para-church curricula or program, e.g., Alpha, Awana, Bible Quizzing, Vacation Bible School; small group ministries, a packaged Sunday school curriculum (e.g., Tru by David C. Cook or Gospel Light) or some other professionally prepared Christian Education material. Students are to interview one or two individuals who are directly involved with the program.

Students will write a ten-page report that includes the history of the program, target audience, underlying presuppositions, rationales and/or philosophical principles. Students will provide an analysis of the potential strengths and weaknesses of the program and an estimation of how effective they feel the program has been.

Students will make a 10-minute PowerPoint Presentation of their Parachurch organization.

Due: Presentations will be held on March 11, 18 or 25. Paper will be due on the day of presentation.

3. Education Philosopher Presentation (15%)

Students will select one philosopher from a major historical period on the first day of class. Students will prepare and deliver a presentation on that philosopher. Items to be covered should include: the existing worldview; the philosopher's new idea or approach; what challenges they faced and how successful they were in implementing their new philosophy.

Presentations must have visual support (Power Point, Prezi or other). Each presentation must not take more than 15-minute. Students must provide a one-page summary of their presentation which will be posted on Moodle.

Due: in class

4. Assignments from Textbook (10%)

Students will be assigned Discussion Questions from the end of specific chapters from the major historical movements. Responses should not exceed 300 words. Assignments due at the start of the next class.

5. Education in 2024 (25 %)

Students will select an Educational Philosopher who has significantly impacted the field of Education in the past two decades. In the style of Murphy's text, they will write a short biography of the philosopher, describe his or her life and times and their educational contribution. Students will select a primary reading of their work and write a minimum of 6 questions based on the reading.

Due: Feb. 26

II. COURSE & INSTRUCTOR POLICIES

A. ATTENDANCE

Students must follow the Attendance Policy outlined in the Student Guide which is available online at <https://www.tyndale.ca/dcp/student-resources>.

All other policies listed in the Academic Calendar (<https://www.tyndale.ca/registrar/calendar>) apply.

B. ACADEMIC INTEGRITY

Artificial intelligence programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Instructors may use artificial intelligence detection programs as part of their anti-plagiarism policy in Tyndale courses. For fuller information about Tyndale's Academic Integrity policies please visit: <https://www.tyndale.ca/university/policy/academic-integrity-policy>

C. COMMUNICATION & COURSE WEBPAGE

Email

Students must use their myTyndale email accounts for all course-related email correspondence. Work being submitted to the professor by email or through Moodle, must be sent from the myTyndale email account.

The instructor can be reached at bdixon@tyndale.ca

Classes.Tyndale.ca (Moodle)

Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. Readings may be posted on the course page at classes.tyndale.ca. Students are also required to respect the university's copyright policy and not post works that infringe copyright on the course webpage. For more information on the "Fair Dealing Policy", see <http://libguides.tyndale.ca/fair>.

D. COURSEWORK

Submitting Assignments & Late Policy

Students must follow the Late Assignment Policy outlined in the Student Guide which is available online at <https://www.tyndale.ca/dcp/student-resources>, <https://www.tyndale.ca/university/policy/submitting-assignments-late-policy>. All other policies listed in the Academic Calendar (<https://www.tyndale.ca/registrar/calendar>) apply. Please note that instructors cannot grant extensions longer than three weeks after the last day of class. Students are required to keep backup copies of all assignments submitted.

Extensions on Assignments

The procedure for requesting extensions is outlined in the Student Guide, which is available online at <https://www.tyndale.ca/dcp/student-resources>.

E. FINAL EXAMS

This course does not have a final exam.

F. CLASSROOM CONDUCT

Professionalism

- **Late Policy:** Students are expected to arrive on time for classes and to maintain an appropriately professional attitude once there. Students who habitually disturb the class by arriving late, talking out of turn, etc., may expect to have their grade in the course reduced.
- **Classroom Etiquette:** Students are requested to have their cameras ON for the duration of the class

Laptops/Electronics

<https://www.tyndale.ca/university/policy/laptop-electronics-policy>

III. TYNDALE POLICIES & RESOURCES FOR STUDENTS

Tyndale University has developed various policies and resources for students. Students are responsible to be aware of and guided by these policies and encouraged to use these resources. They can be found in their entirety here:

<https://www.tyndale.ca/university/policy>

Academic Integrity

<https://www.tyndale.ca/university/policy/academic-integrity-policy>

The Centre for Academic Excellence

<https://www.tyndale.ca/academic-excellence>

Accessibility Services

<https://www.tyndale.ca/accessibility-services>

For more information, please contact the Accessibility Services Office at accessibilityservices@tyndale.ca or 416-226-3320 ext.2189.

Advising Services

<https://www.tyndale.ca/academic-advising>

For more information on Advising Services or to arrange an appointment, contact advising@tyndale.ca, 416.226.6620 ext. 2160.

Writing and Tutoring Services

<https://www.tyndale.ca/writing-tutoring>

For more information, please contact Writing and Tutoring Services at writing@tyndale.ca; academictutoring@tyndale.ca or 416-226-6620 ext. 2179.

Tyndale Grading System & Scale

<https://www.tyndale.ca/university/policy/grading-system-scale>

Course Bibliography

- Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press, 1994.
- Brumbaugh, Robert. *Philosophers on Education: Six Essays on the Foundations of Western Thought*. Lanham, MD: University Press of America, 1986.
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- Dockery, David S. (Ed.) *Faith and Learning: A Handbook for Christian Higher Education*. Nashville, TN: B&H Publishing Group, 2012.
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- Gabelein, Frank E. *The Pattern of God's Truth*. Oxford, UK: Oxford University Press, 1954.
- _____. "Toward a philosophy of Christian education." In *Rethinking Education: Selected Readings in the Educational Ideologies*, ed. William F. O'Neill, 173-81. Dubuque, IA: Kendall/Hunt Publishing, 1983.
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- Heie, Harold and David Wolfe. *The Reality of Christian Learning: Strategies for Faith-Discipline Integration*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1987.
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- Holmes, Arthur F. *Building the Christian Academy*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2001.
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- Lockerbie, D. Bruce. *A Passion for Learning: A History of Christian Thought on Education*. 2nd edition. Colorado Springs, CO: Purposeful Design Publications, 2007.
- Lynn, Robert W., and Elliott Wright. *The Big Little School: Two Hundred Years of Sunday School*. Rev. ed. Birmingham, AL: Religious Education Press, 1980.
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Newman, John Henry. *The Idea of a University*. Notre Dame, IN: University of Notre Dame Press, 1982.

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_____. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 20th anniversary edition. Hoboken, NJ: Jossey-Bass, 2017.

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