

“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	LEARNING TO TEACH; TEACHING TO DISCIPLE CHED 0552 1S
Date, Time, and Delivery Format	JANUARY 9 – APRIL 3, 2023 MONDAYS 2:15 PM to 5:05 PM SYNCHRONOUS ONLINE
Instructor	YAU MAN SIEW, PhD Telephone/voice mail: (416) 226-6620 Ext. 6750 Email: ysiew@tyndale.ca
Class Information	<p>This course is synchronous online. Pre-recorded lectures are posted online for student preview before classes.</p> <p>In Weeks 1-4, there will be livestream (synchronous) review of key themes, Q&A, and breakout group discussions of lectures and readings.</p> <p>In Weeks 5-9, classes will be fully online (no livestream). Students will review pre-recorded lectures on their own, and participate in 4 forum discussions. No class in Week #7 (reading days).</p> <p>In Weeks 10-13, livestream (synchronous) review of key themes, Q&A, and breakout group discussions resume. Breakout group discussions will be graded according to a grading grid (pp. 4-5). Forum discussions will be graded according to a grading grid posted on Moodle.</p> <p>Office Hours: Mondays, 5:00 – 5:30 PM</p>
Course Material	<p>Access course material at classes.tyndale.ca or other services at Tyndale One.</p> <p>Course emails will be sent to your @MyTyndale.ca e-mail account only.</p>

I. COURSE DESCRIPTION

This course provides a vision for Christian education (CE) in the life and mission of the church. Drawing from key passages in the Bible and the wider field of education, learners will develop a biblical theology of CE and discipleship, be familiar with some learning theories (especially Jesus' model), reflect on one's growth as disciple and teacher, and develop a working framework for teaching. The major goal is to build strong theological and educational foundations for effective teaching and discipleship in personal life, church and mission.

Jesus' great commission is to "make disciples of all nations, baptizing ... and teaching them to obey everything I have commanded...." (Mt. 28:18-20, NRSV). Affirming this, Graham Cray stated that, "Churches have to realize that the core of their calling is to be disciple-making communities, whatever else they do; the primary purpose of Christian community is formation as disciples."¹ However, many pastors and ministry leaders do not fully grasp the nature or role of CE, and often lack basic understanding in teaching and curriculum theory. This course seeks to address this important need.

II. LEARNING OUTCOMES

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

1. Outline a biblical theology of Christian education, see its role in teaching and discipleship in the church, and understand some of its challenges today.
2. Develop greater self-awareness and development as "disciple" and "teacher" through reflections on a biblical understanding of "discipleship," readings in Christian education, and review of the impact of past mentors (and their teaching values) in one's life.
3. Acquire a working knowledge of some important educational theorists (especially Jesus' model) for one's practice as pastor and ministry leader to form, renew and transform persons and flourishing kingdom communities in light of the Gospel.

This course seeks to meet the Master of Divinity learning outcome #4: "To develop & hone skills for theologically reflective ministry practice in its various forms."

¹ Graham Cray, *Making Disciples in Fresh Expressions of Church* (Fresh Expression, 2013).

III. COURSE REQUIREMENTS

A. REQUIRED READING

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource, 2015. This book is not available from any major book distributor in North America except the Cornerstone Bookstore. Order this book early as they need to ship to you.

Edie, Fred P. and Mark A. Lamport. [*Nurturing Faith: A Practical Theology for Educating Christians*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2021. Tyndale Library has an eBook version (no purchase needed). You will read selected chapters.

Palmer, Parker. [*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*](#). 20th anniversary edition. Hoboken, NJ: John Wiley & Sons, 1998/2017. Tyndale Library has a 2012 edition as an eBook, which can be used.

Selected articles and book chapters (posted on the course page on classes.tyndale.ca)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Fernando, Ajith. [*Discipling in a Multicultural World*](#). Wheaton, IL: Crossway Book, 2019.

Smith, James K. A. [*You are What You Love*](#). Brazos Press, 2016.

Seymour, Jack L. [*Teaching the Way of Jesus: Educating Christians for Faithful Living*](#). Nashville, TN: Abingdon Press, 2014.

Groome, Thomas H. *Will There Be Faith? A New Vision for Educating and Growing Disciples*. Harper One, 2011.

Groome's "shared Christian praxis" approach to teaching first appeared in *Christian Religious Education* (HarperSanFrancisco/Jossey-Bass, 1980/1999), which we will learn in this course. In this book he outlines his vision for Christian Religious Education in the Roman Catholic tradition.

Packer, J.I., and Gary Parrett. [*Grounded in the Gospel: Building Believers the Old-Fashioned Way*](#). Grand Rapids: Baker Books, 2010.

A significant study of catechesis as a way of teaching and faith formation for the church.

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](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
 - Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

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

Educational research affirms that maximum benefit in online learning happens when students take a personal responsibility to complete readings, pre-review lectures, engage actively in small groups and forum discussions. Students also contribute to a virtual learning community through collaboration, openness, mutual support. Please note that “three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course” (Seminary Academic Calendar 2022-23, p.162). Missing two forums or more without an unexcused explanation may also constitute grounds for failing the course.

1. Group Discussions (15 % of grade)

This assignment is related to learning outcomes #1, #2, #3.

The discussions have five purposes:

- To challenge students to develop their critical, thinking skills.
- To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.
- To empower students to foster ability in leading fellow students in discussion.

- To have students take responsibility for their fellow students' education by mutually supporting one another.
- To encourage students to listen respectfully, and to engage with views not their own.

Responsibilities of the student as group participant:

Having read the assigned readings, each student in the group should come prepared to discuss the questions provided by the instructor. Each student needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, the student who leads for that week will assign a participation grade for each member of the group (include self) and submit the grade by email to the professor (grade from zero to five, with five being highest). All students will take turns to lead each week. The leader will provide a report when the class meets together after the breakout discussions.

Grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 3.7-4.0 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (you may give fraction grades: e.g., 3.7).²

2. Forum Posts, Response & Group Conclusion (4 forums + 1 conclusion X 5 = 25 % of grade)

This assignment is related to learning outcomes #1, #2, and #3.

Students will engage in 4 forum discussions in Weeks 5, 6, 8, 9. Three compound questions will be posted for each forum. Students will post their response by 11:55 PM of Wednesday of that week. Your post should be about 250 words per question (total 750-800 words per forum). Each post should be concise, addressing the issues, supported by referenced direct quotations (readings and lectures), demonstrate critical thinking (questions or issues sparked by ideas), and with one application to your context. You will also post a brief response (2-3 lines) to each of your group members by 11:55 PM on Thursday of that week, affirming, seeking clarification of a point, or sharing from a personal experience.

On Friday of that week, one member of each group will write a “group conclusion” for their forum by 11:55PM. This conclusion will provide the following summary: (1) major points important to CE & discipleship; (2) questions/issues discussed; (3) practical applications. This conclusion should be about 300-350 words (marks deducted if exceed limit). Your group is responsible for establishing a schedule for conclusion writers. Each student will only write one conclusion for one forum in the course. You are not obliged to include late forum posts (after 11:55 PM, Wednesday) in your conclusion.

Penalty for late work:

Penalty for late posts would be a reduction of 1/3 of a grade for up to 3 hours late (e.g. from A to A minus or B+ to B). If post is between 3-6 hours late, grade reduction will be 2/3 of a grade (e.g. from A to B+ or B+ to B minus). More than this, penalty will increase with the same scale. If there is no post by 11:55 PM on Friday of the forum week, the student will receive a “zero” for that forum or group conclusion (if s/he is responsible). If there are legitimate reasons for late posts or group conclusion (which meets what is stated in Seminary Academic Calendar 2022-23), the student needs to email the instructor directly.

Evaluation criteria: see “Grading Rubric for Forum Discussions” (on classes.tyndale.ca).

3. Reflection Papers on Edie & Lampert & Palmer (2 X 12.5 = 25 % of final grade)

This assignment is related to learning outcomes #1 and #3.

For Edie & Lampert (2021)

- (a) Select three chapters in Edie and Lampert that are significant to you. Outline the major theme in each chapter, and supporting ideas (with direct referenced quotations).
- (b) Explain why these ideas are important to the teaching ministry and mission of the Church.

² Adapted from Rebecca Idestrom, with permission.

- (c) What insights/questions and applications do these major themes/ideas spark for you as pastor and/or ministry leader with responsibility for learning and discipleship at your church?

For Palmer (2012/2017)

- (a) Select three chapters in Palmer that are significant to you. Outline clearly the major theme in each chapter, and supporting ideas (with direct referenced quotations).
- (b) Explain why these ideas are important for you as a person who teach, mentor or influence others in church or other settings.
- (c) What insights/questions and applications about “teacher” and “teaching” do these themes/ideas spark for you?

Due Date:

Edie & Lamport reflection: Mar. 17, 2023 (2-3 pages, single-spaced)

Palmer reflection: Apr. 7, 2023 (2-3 pages, single-spaced)

Evaluation criteria: As above.

Note: I use the “review and track changes” feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Tyndale has an institutional license for MS Office 365, and all students can have a complimentary copy (contact IT). Please submit all your work in MS Word, with 12 font size (Word is preferred; PDF acceptable). References for these reflections only need to state the pages at the end of the quotation (e.g. p. 23). No author name or year are needed.

4. Major Project (35 %)

Option A: Gifted Teacher

This assignment is related to learning outcomes #1 and #3.

You will interview a “gifted teacher” with substantial teaching experience in church or public setting (if you select a pastor, the emphasis is on “teaching” and not “preaching.”) You will ask this person to outline core values and practice in his/her teaching and how these were nurtured over the years. A list of questions for this interview is posted on the course page on classes.tyndale.ca and you should provide this to your interviewee a week ahead. If social distancing persists, a phone interview will suffice. A “statement of consent to participate in research interview” to be signed by the interviewee is posted on the course page on classes.tyndale.ca. This should be submitted along with this major project to the instructor.

Relate what you discover in this interview-research, affirming insights and suggest areas to be strengthened from knowledge gained in Siew (lectures) and required readings (Edie & Lamport,

Morgan, Palmer, articles discussed). Conclude with implications for your development and growth as pastor or ministry leader in your faith community.

Note: Select the person you interview carefully. S/he should be experienced and recognized for their teaching gift, so that you get some good data. If you interview a pastor, the focus of your conversation should be on “teaching” (interactive) and not “preaching” (proclamation).

Length: 7-8 pages, single-spaced.

Due date: April 14, 2023

Evaluation criteria: Posted on the course page on classes.tyndale.ca. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred, but PDF acceptable), with font size 12. An “A” piece of work should have at least 30 references (class readings, lectures).

Option B: My Growth as Disciple and Teacher-Mentor

This assignment is related to learning outcomes #2 and #3.

This assignment is an attempt to help you develop greater self-awareness of your growth as “disciple” and as “pastor/teacher-mentor.”

To prepare, draw a time line of your life and highlight critical moments where your discipleship to Jesus deepened significantly. What happened? What aspects of your life were challenged? How do these aspects relate to what you learned about discipleship in Morgan? What other aspects of discipleship has Morgan raised for deeper self-reflection and growth (include direct referenced quotations from Morgan)?

In another section of the time line, highlight important teacher-mentors who impacted you. What struck you about the way they taught or mentored you? What values did they pass to you that were important for your development as pastor-teacher-mentor? How do these “teaching values” relate to what you learned about effective teachers and teaching in Siew (lectures) and readings from Edie & Lamport, Palmer, articles discussed?

Length: 7-8 pages, single-spaced

Due date: April 14, 2023

Evaluation criteria: Clear description of your development and growth as disciple and as pastor-teacher-mentor, with good engagement with Morgan, Palmer, Edie-Lamport, Siew (lectures) and articles discussed. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred, but PDF acceptable), single-spaced, with font size 12. An “A” piece of work should have at least 30 references (class readings, lectures).

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:

Discussion forums: Four forums & one group conclusion (5 X 5 %)	25 %
Small Group Discussions	15 %
Reflection papers Edie & Lamport and Palmer (2 X 12.5 %)	25 %
Major Project	35 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted via the course page on classes.tyndale.ca by 11:55PM on the due dates. Late assignments will be penalized, with the reduction of 1 mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred; PDF acceptable), with font size 12.

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"](#).

The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

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. Please refer to the [Academic Integrity website](#) for further details.

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.

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

See "Class Information" (p. 1) for important details about the Course Schedule.

<u>Weeks</u>	<u>Topics</u>	<u>Readings</u>
#1, Jan. 9	Introductions, Syllabus & Assignments	Edie & Lamport (2021), 1-2
	Covenant, community & culture of learning	Morgan (2015), 1

	Called by Jesus (Morgan 1)	<u>Complete</u> : "Our learning community"
#2, Jan. 16	Whither Christian Education (CE)?	Farley (1985; 2005)
#3, Jan. 23	A Vision for CE & Discipleship	Robinson (2006), ch. 12 Siew (2013); Edie & Lampport (2021), 3-4
#4, Jan. 30	Person of Teacher and Teaching As Creative, Spiritual Act	Palmer (2012/17), Intro., 1 Nouwen (1971), chapter Martin, SJ (2006), 2-3
#5, Feb. 6	Jesus, Master Teacher I Thomas Groome, Shared Christian Praxis What is a Disciple? (Morgan, 2) Following Jesus Today (Morgan, 3)	Morgan (2015), 2-3 Groome (1980; 2018) Edie & Lampport, 5 <u>Due</u> : Forum #1 (Feb. 8)
#6, Feb. 13	David Kolb, Experiential learning & learning styles Jesus, Master Teacher II Learning on the Hoof (Morgan, 4) Plural of Disciple is Church (Morgan, 5)	Edie & Lampport, 7 Ferdinando (2013) article Morgan (2015), 4-5 <u>Due</u> : Forum #2 (Feb. 15)
#7, Feb. 20	Family Day (no class) Feb. 21-24, Reading Days (no class)	
#8, Feb. 27	Movie on teaching (title provided later) Community with a Purpose (Morgan, 6) Take Up Your Cross (Morgan, 7)	Morgan (2015), 6-7 Edie & Lampport, 8 <u>Due</u> : Forum #3 (Mar. 1)
#9, Mar. 6	Erik Erikson, Theory of Psychosocial Development Living in God's Story (Morgan, 8) Growing Together (Morgan, 9)	Woolfolk et al. (2016), p82-93; Going (2009) Edie & Lampport (2021), 12 Morgan (2015), 8,9 <u>Due</u> : Forum #4 (Mar. 8)
#10, Mar. 13	Review key themes, Weeks #5-9. Q&A, share lessons	<u>Due</u> : Edie & Lampport review

		(Mar. 17)
#11, Mar. 20	Jean Piaget, Theory of Cognitive Development Intergenerational Learning	Woolfolk et al. (2016), p36-49; Mary Hawes (2021) video Edie & Lamport (2021), 11, 14
#12, Mar. 27	Understanding the Adult Learner Growing Together (Morgan 9) Adult Faith Formation: A Curriculum Model	Summary of Vella (2000) Edie & Lamport (2021), 13 Siew (2022) article
#13, Apr. 3	Preaching & Teaching Wrap up & Review of Learning Journey Course evaluation	Rowe (1999) article “Whole life preaching” (LICC.org, 2017), video Kandiah (2005), 2 articles <u>Due:</u> Palmer reflection (April 7) <u>Due:</u> Major project (April 14)

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](#).)

I have included some “older” texts because of their influence in the field.

Children

2021. Holmes, Sarah E. “The Changing Nature of Ministry amongst Children and Families in the UK During the Covid-19 Pandemic,” *Christian Education Journal: Research on Educational Ministry* (online version), 1-18.

2020. Csinos, David M. *Little Theologians: Children, Culture and the Making of Theological Meaning* (McGill-Queen’s University Press)

2013. Csinos, David M and Ivy Beckwith. *Children’s Ministry in the Way of Jesus* (Downers Grove, IL: IVP)

2011. Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters* (London, Church House Publishing)
2010. Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual and Relationships* (Grand Rapids, MI: Baker Books)
2008. Allen, Holly Catterton, (ed.) *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. (Eugene, OR: Cascade)
2007. Marty, Martin E. [*The Mystery of the Child*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
2005. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. [*Children Matter: Celebrating Their Place in the Church, Family, and Community*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
2005. Mercer, Joyce Ann. [*Welcoming Children: A Practical Theology of Childhood*](#) (Chalice Press).
2004. Beckwith, Ivy. [*Postmodern Children's Ministry*](#) (Grand Rapids, MI: Zondervan/Youth Specialties)
1998. Stonehouse, Catherine. *Joining Children on the Spiritual Journey* (Grand Rapids, MI: Baker Books).
1997. Dawn, Marva V. [*Is It a Lost Cause?: Having the Heart of God for the Church's Children*](#) (Grand Rapids, MI: William B. Eerdmans Publishing Company)
1991. Berryman, Jerome W. [*Godly Play: An Imaginative Approach to Religious Education*](#) (San Francisco, CA: Harper San Francisco)

Inter-Generational Learning

2022. Csinos, David. *A Gospel for All Ages: Teaching and Preaching with the Whole Church* (Minneapolis, MN.: Fortress Press)
2018. Allen, Holly Catterton. (Editor.) *InterGenerate: Transforming Churches Through Intergenerational Ministry* (Abilene, TX: Abilene Christian University Press)
2012. Allen, Holly Catterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: InterVarsity Press)

2008. Nelson, C. Ellis. *Growing Up Christian: A Congregational Strategy for Nurturing Disciples* (Macon, GA: Smyth & Helwys).
2008. Martineau, Mariette, Joan Weber and Leif Kehrwald. *Intergenerational Faith Formation: Learning the Way We Live* (Twenty-third Publications).
2008. Vanderwell, Howard (editor). *The Church for all Ages* (The Alban Institute).
2004. DeVries, Mark. *Family-based Youth Ministry*, Revised Edition (Downers Grove, IL: InterVarsity Press).

Youth and Adult

2021. Brown, Megan G. "Youth Ministry & Crisis," *Christian Education Journal: Research on Educational Ministry* (online version), 1-14
2020. Dean, Kenda Creasy, Wesley W. Ellis, Justin Forbes and Abigail Visco Rusert. *Delighted: What Teenagers are Teaching the Church About Joy* (Grand Rapids, MI: William B. Eerdmans Pub. Co., 2020).
2017. Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. Second edition (San Francisco, CA: Jossey-Bass).
2015. Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 3rd. edition (San Francisco, CA: Jossey-Bass).
2013. Setran, David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry* (Grand Rapids, MI: Baker Academic)
2010. Dean, Kenda Creasy. *Almost Christian: What the Faith of our Teenagers is Telling the American Church* (Oxford, UK: Oxford University Press).
2009. Going, Nancy. "The Way of Jesus: Adolescent Development as Christological Process," *Lifelong Faith* (Winter 2009), pp. 3-13
2007. Edie, Fred P. *Book, Bath, Table, and Time: Christian Worship as Source and Resource for Youth Ministry* (Pilgrim Press)
2006. Dean, Kenda Creasy. *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Zondervan).

2006. Merriam, Sharon B. and Rosemary S. Caffarella. *Learning in Adulthood, Second edition*. (Jossey Bass)
2004. LeFever, Marlene. [*Creative Teaching Methods*](#), 2nd edition (Colorado Springs, CO: David C. Cook)
2002. McKenzie, Leon and R. Michael Harton. [*The Religious Education of Adults*](#) (Macon, GA: Smyth & Helwys)
2002. Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Revised edition. (San Francisco, CA: Jossey-Bass).

Cross-Cultural Learning

2007. Hill, Kenneth H. [*Religious Education in the African American Tradition: A Comprehensive Introduction*](#) (Chalice Press).
2004. Conde-Frazier, Elizabeth, S. Steve Kang and Gary A. Parrett (eds.) *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation* (Grand Rapids, MI: Baker Academic)
2004. Van Engen, John (ed.) [*Educating People of Faith: Exploring the History of Jewish and Christian Communities*](#) (Grand Rapids, MI: Wm. B. Eerdmans).
2003. Antone, Hope S. *Religious Education in Context of Plurality and Pluralism* (Quezon City, Philippines: New Day Publishers, and Hong Kong Christian Conference of Asia).
2003. Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-culturally: An Incarnational Model for Learning and Teaching* (Grand Rapids, MI: Baker Books).
2003. Talvacchia, Kathleen T. *A Spirituality of Multicultural Teaching* (Chalice Press).

Christian Higher Education

2021. Aleshire, Daniel O. *Beyond Profession: The Next Future of Theological Education* (Grand Rapids: Eerdmans).
2018. Miller, John P. *Love and Compassion: Exploring Their Role in Education* (University of Toronto Press).
2017. Palmer, Parker J. [*The Courage to Teach*](#), 20th edition (San Francisco, CA: Jossey-Bass).

2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning* (Langham Global Library).
2010. Palmer, Parker J and Arthur Zajonc, with Megan Scribner. *The Heart of Higher Education: A Call to Renewal* (San Francisco, CA: Jossey-Bass).
2008. Bass, Dorothy C. and Craig Dykstra (Editors). [*For Life Abundant: Practical Theology, Theological Education and Christian Ministry*](#) (Grand Rapids, MI: William B. Eerdmans).
2004. Palmer, Parker. [*A Hidden Wholeness: The Journey toward an Undivided Life*](#) (Jossey-Bass).
2004. Wolterstorff, Nicholas. [*Educating for Shalom: Essays on Christian Higher Education*](#) (Grand Rapids, MI: Wm. B. Eerdmans).
2002. Jones, L. Gregory and Stephanie Paulsell (eds.) *The Scope of Our Art: The Vocation of the Theological Teacher* (Grand Rapids, MI: William B. Eerdmans).
2002. Wolterstorff, Nicholas P., edited by Gloria Stronks and Clarence W. Joldersma, *Educating for Life: Reflections on Christian Teaching and Learning* (Grand Rapids, MI: Baker Academic)
2001. Groome, Thomas H. *Educating for Life: A Spiritual Vision for Every Teacher and Parent.* (Thomas More Press).
1999. Hodgson, Peter C. [*God's Wisdom: Toward a Theology of Education*](#) (Louisville, KY: Westminster/John Knox Press)
1991. Christensen, C. Roland, David A. Garvin and Ann Sweet. [*Education for Judgment: The Artistry of Discussion Leadership*](#) (Harvard Business School Press).
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TYNDALE SEMINARY
CHED 0522W LEARNING TO TEACH; TEACHING TO DISCIPLE
INSTRUCTOR: DR. YAU MAN SIEW

STATEMENT OF CONSENT TO PARTICIPATE IN RESEARCH INTERVIEW
AS PART OF THE COURSE REQUIREMENTS

I/We, _____ hereby give my/our
consent to participate in the research interview carried out by _____
(student) as part of the course requirements for skill development purposes only.

I/we recognize that anonymity and confidentiality will be respected and that any and all
information provided will solely be used for the intended purpose of the assignment.

Signature(s) of Interviewee: _____

Date: _____