"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	**CURRICULUM DESIGN FOR LEARNING AND DISCIPLESHIP** CHED 0652 1S
Date, Time, and Delivery Format	JANUARY 11– APRIL 5, 2023 WEDNESDAYS 6:45 PM to 9:35 PM SYNCHRONOUS ONLINE
Instructor	**YAU MAN SIEW, PhD** Telephone/voice mail: (416) 226-6620 Ext. 6750 Email: ysiew@tyndale.ca
Class Information	This course is synchronous online involving FIVE 3-hours livestream classes on select Wednesdays (Jan. 11, 25; Feb. 8; Mar. 1, 15) at 6:45 – 9:35 PM for lecture summaries, Q&A, breakout group discussions, and presentations. All lectures are pre-recorded and uploaded on the class page for student access at their own convenience. Students will preview pre-recorded lectures and complete all readings for group discussion during synchronous sessions. Students will work with pre-recorded lectures, readings, and asynchronous forums in the other weeks of the course. Virtual Office Hours: Wednesdays at 9:35 – 10:05 PM
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Churches often emphasize evangelism and church planting strategies without giving sufficient attention to discipleship and faith formation. Yet, strong churches are the result of discipleship

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education through purposeful educational strategies and curriculum design. Topics considered are curriculum design theory, learning needs, frame objectives, relevant subject matter, structure appropriate learning events, assessment, and program effectiveness. Also included are curriculum evaluation, implementing curricular change, the role of the teacher, relating curriculum theory to traditional forms of church life and equipping educational leaders to deal with complex curricular issues in discipleship and faith formation in the church.

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."

II. LEARNING OUTCOMES

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

1. Outline the central concepts of curriculum theory and their implications in the design and/or assessment of discipleship ministries in a church context.
2. Acquire a richer self-understanding of one's development as a "teacher-discipler" through the use of a "chronicle of learning and discipleship."
3. Reflect upon classical forms of church life (proclamation, teaching, prayer/worship, fellowship, service) and make appropriate curricular judgments for discipleship and faith formation.
4. Assess an educational/discipleship program with greater precision and understanding.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Harris, Maria. (1989). *Fashion Me a People: Curriculum in the Church.* Louisville, KY: Westminster John Knox Press.
Tyler, Ralph W. (2013). *Basic Principles of Curriculum and Instruction. Revised edition.* Chicago: The University of Chicago Press.
Stott, John. (2014; Kindle version 2012). *The Radical Disciple: Some Neglected Aspects of Our Calling.* Downers Grove, IL: InterVarsity.

Tyler (first published, 1949) and Harris (1989) are "classics" in curriculum theory in university and the church. Other "required readings" will be taken from chapters in books or articles listed in Supplementary/ Recommended Reading and Tools, making a total of about 200 pages.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Allen, Carrie. "Alverno College: Lessons from an Assessment Pioneer." *National Institute for Learning Outcomes Assessment*, 2016.

Deininger, Fritz and Eguizabal, Orbelina (Eds.). (2017). *Leadership in Theological Education. Vol. II: Foundations for Curriculum Design*. ICETE Series. Cumbria, UK: Langham Global Library. Ch. 1.

Das, Rupen. (2016). "Relevance and Faithfulness: Challenges in Contextualizing Theological Education." *InSights Journal for Global Theological Education*, 1(2), 17-29.

Ornstein, Allan C. and Hunkins, Francis P. (2017). *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson. Ch. 1

Caffarella, Rosemary S. and Daffron, Sandra Radcliff. (2013*). Planning Programs for Adult Learners: A Practical Guide.* 3rd Edition. San Francisco: Jossey-Bass. Ch. 4

Estep, James, White, Roger, and Estep, Karen. (2012). *Mapping Out Curriculum in your Church: Cartography for Christian Pilgrims*. Nashville, TN: B&H Publishing Group. Ch. 1

Okunoye, Job Oluremi. (2019). "Effective Christian Religious Education in Nigerian Secondary Schools as a Mechanism for Sustaining Democracy in Nigeria." *Christian Education Journal: Research on Educational Ministry*, 16 (2), 241-258. https://doi.org/10.1177/0739891319833695

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

Siew, Yau Man, "A Case Study in Adult Discipleship: Implications for Pastoral Leadership & Imagination." Chapter in David F.W. Wong and Boon Leong Oh (Editors), *Faithful in Ministry; Faithful in Mission: Essays in Honor of Rev. Dr. Daniel Chua* (Singapore: Graceworks Private Limited, 2022).

Siew, Yau Man. (2006). "Fostering Community and a Culture of Learning in Seminary Classrooms: A Personal Journey." *Christian Education Journal*, 3 (1), 79-91.

Wilkerson, Lindsey. (2021). "Constructivist Curriculum for Christian Transformation." *Christian Education Journal: Research on Educational Ministry* (January), 1-15. DOI: 10.1177/0739891320985870

Willard, Dallas. (2009). *The Divine Conspiracy: Dediscovering Our Hidden Life in God*. Kindle edition. San Francisco, CA: HarperOne. Ch. 9

Eisner, Elliott W. (2002). *The Educational Imagination*, 3rd edition. Upper Saddle River, NJ: Merrill Prentice Hall. Ch. 4

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

1. Breakout Group Discussions (16 % of grade)
This assignment is related to outcomes #1, #2 and #3.

The discussions have five purposes:

A. To challenge students to develop their critical, thinking skills.

B. To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.

C. To empower students to foster ability in leading fellow students in discussion.

D. To have students take responsibility for their fellow students' education by mutually supporting one another.

E. 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 suggested questions, and bring their own questions arising from their reading, as well as some thoughtful reflections on the material. Some possible questions to ponder are: What

struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments? Why or why not? Having reflected on the readings, what have you learned about the specific topic in the discussion? The student can come up with his or her own questions as well.

After the group 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 regroups.

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).[1]

2. Teacher & Discipleship Chronicle (15 % of grade)
This assignment is related to learning outcome #2.

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[1] Adapted from Rebecca Idestrom, with permission.

Michael Connelly and Jean Clandinin, noted Canadian scholars in curriculum theory, insightfully emphasized that "the teacher is the curriculum planner." They encourage teachers to reflect on their unique "teacher stories" (chronicles) to gain insight into the "teacher values" that shaped how they learn and teach.[2] Similarly, James Smith, speaks of "reforming the formers," stressing that "if we are going to be formative teachers, we need to reflect critically on our own formation as teachers."[3] This assignment helps you to reflect on your development as "learner-teacher" and "disciple-mentor."

Draw a time-line of your development as a "learner" and "disciple." Recall formative events and people who impacted you in these two areas. Some questions for reflection:

(A) What was it about the way these teachers taught their subjects? How did they structure the learning space? How did they relate to students/you? How did they and what formative events impact you as learner, and influenced your values as teacher?

(B) What significant people and events impacted your growth as disciple? What were the significant lessons? How have these influenced your values and your discipleship model?

Using this time-line as framework, develop a 15 mins. MS PowerPoint (ppt.) presentation (include photos, graphics) of your "teacher and disciple chronicle/narrative" to the class (roster will be developed). Beyond this, a penalty of 1-point deduction for every minute overtime will be imposed. Your final two slides should be a "summary of values in teaching" and "summary of values in discipleship." It is expected that you select and carefully edit your most formative events and important people. This ppt. will be for graded (no written assignment needed).

Due: This ppt. presentation should be emailed to the instructor one day before the presentation (by 10 PM).

Evaluation criteria: Outline of people, critical events, and learning experiences that shaped you as "learner" and "disciple." Clear values that influenced the way you now teach and disciple others, with two final "summary of values" slides. While this will include some aspects of how you became a Christian, this "teacher and discipleship chronicle" is not a "testimony."

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[2] F. Michael Connelly and D. Jean Clandinin, *Teachers as Curriculum Planners* (OISE and Teachers College, Columbia University, 1998), 10.

[3] James K.A. Smith, *You Are What You Love* (Grand Rapids, MI: Brazos Press, 2016), p. 159.

3. Forums (4 X 6 % = 24 % of grade)

This assignment is related to learning outcome #3.

On selected weeks (4, 6, 9, 12), you will write a response to two chapters in Harris. Questions will be posted in a forum on the course page on classes.tyndale.ca and your responses will be due on those four Wednesdays (11:55 PM). Your responses should include the following: (a) main ideas from the authors (supported with direct referenced quotations); (b) critical engagement (affirmation, question or ideas sparked by author), and (c) one thoughtful application to your context. The word count for your response to each CHAPTER will be about 250 words (total 500 words per forum; 10% grace, after which there is a penalty).

Penalty for late work:

"Late posts" will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of "late hours" will be recorded at the end of the course and your grade for this "forum assignment" would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

Due: Wednesdays, Feb. 1, 15; Mar. 8, 29 (11:55 PM)
Evaluation Criteria: Forum Discussion Grading Rubric (posted on the course page on classes.tyndale.ca)

4. Major Project (45 % of grade)

Option A: Mentoring for Learning (MFL)[4]
This assignment is related to learning outcomes #1 and #3.

- MFL provides opportunity to summarize and discuss principles and practices of curriculum and discipleship and learn from another person's perspectives.

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[4] Idea adapted from Annette Ford, PhD, Pastor of Children's Ministry at Toronto Community Alliance Church, Toronto (with permission).

- For this assignment you will need to find a mentee[5] (e.g. small group leader, ministry leader) open to meet with you three times for a MFL relationship.[6] In this relationship, you will share with this person major concepts you learned in the course and seek to learn from his/her perspectives. To do this you will prepare a detailed MS PowerPoint (ppt) presentation and meet with your mentee as follows:
    - MFL #1: Discuss sessions in Weeks # 1, 2, 3
    - MFL #2: Discuss sessions in Weeks # 4, 5, 6, 8
    - MFL #3: Discuss sessions in Weeks # 9, 11, 12
- In the MFL meetings you will
    - Share and discuss major concepts you learned in the lectures and course readings (3 major concepts in curriculum theory; 1 in discipleship)
    - Learn from the mentee's perspectives and questions
    - Seek applications to the mentee's life and ministry
- Throughout the MFL experience, you will seek to understand your mentee and communicate care.
- Instructions for MFL Presentation and Reflections
    1. Before each MFL meeting you will reflect on major concepts you learned about curriculum and discipleship in the lectures and readings for those weeks.
    2. Consider how to present your lessons/concepts in a way your mentee will best understand. Prepare a detailed summary of the salient points in a ppt. presentation.
    3. Share the ppt. presentation with your mentee. Reflect and discuss together how these concepts/ideas can better inform the curriculum and discipleship processes in your mentee's ministry. Besides lectures, it is expected that you include insights from Harris and Stott in your presentation.
    4. After each meeting, write a 500 words reflection in answer to these questions:
        a. What insights on curriculum and discipleship were important to your mentee's context? What issues or questions were raised?
        b. What did you learn in the MFL session?
        c. Submit your ppt. presentation and your reflection to the instructor via Moodle on the due dates.

Due:
Ppt and Reflection from MFL #1, Feb. 8

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[5] Sometimes a mentee (e.g. pastor) may be more experienced in ministry (e.g. pastor), but you are the "mentor" in that you are teaching material from this course. Learning is understandably mutual in all these relationships.
[6] If social distancing measures persist, these three meetings should be done using video conferencing tools (e.g. Zoom, MS Teams, etc.)

Ppt and Reflection from MFL #2, Mar. 1
Ppt and Reflection from MFL #3, Mar. 22

Evaluation criteria: Reflection answers questions in #4a and #4b above. Your ppt. presentation should contain 3 major concepts in curriculum theory and 1 in discipleship.

Option #B: Assessment of a Discipleship Program
This assignment is related to learning outcomes #1 and #4.

This project involves an assessment of a teaching/discipleship program either in children, youth/young adults, men/women, family-life ministry or small group at your church. You need to talk to the leader of the ministry about various aspects of the program and do an "assessment."[7] Assure the ministry leader that the aim is celebrate what is done well (not point to weakness/shortcomings), and mutual exploration of what can be enhanced.

This "assessment" should include the following elements, the theory of which is covered in the course:
a) General description of the historical, social-cultural, theological contexts of learners
b) Needs assessment of learners (how was this done? What are the needs?)
c) Purpose statement and learning outcomes
d) Outline of learning strategies for achieving outcomes (one observation)[8]
e) Learners' experience (one focus group interview of 3-4 people, about 45 minutes)[9]

Due: Apr. 14
Length: 7-8 pages, single-spaced.

Evaluation criteria:
All the elements (above) are addressed. Project demonstrates a clear grasp of the theory, evidenced by direct referenced quotations to readings and class lectures. An "A" piece of work should have 15-20 references.
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

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[7] If social distancing measures persist, a phone or video conferencing interview (45-60 mins.) will suffice.
[8] If social distancing measures persist, no observation is needed. However, a description of learning strategies as described by the leader is needed.
[9] If social distancing measures persist, this focus group interview should be done using video conferencing tools (e.g. Zoom, MS Teams, etc.)

for MS Office, and all students can have a complimentary copy (contact IT office). Please submit all your work in MS Word (preferred, but PDF is acceptable).

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:

Breakout Group Discussions (total 4)	16 %
Teaching & Disciple Chronicle (presentation)	15 %
Forums (total 4) Responses to selected chapters in Harris (4 X 6 %)	24 %
Major Project	45 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Other than Assignments #1, #2 and #3, the major project is to be submitted via Moodle by 11:55 PM on the due date. Late papers 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. The major paper will be in MS Word (preferred; PDF acceptable), in font size 12 and adopt the Chicago (footnotes) or APA style (see Tip Sheets).

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. 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 polices 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 (aau@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 details of the Course Schedule.

Date	Topics	Readings/Due Dates
January 11 (Week 1) Livestream 1*	Introductions, Course, assignments	Estep et al. (2012), 1[10]

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[10] Numbers after authors refer to chapters

	Covenant, community & culture of learning	Stott (2012/14), 1-2
18 (Week 2)	Concept of Curriculum Chronicle (Siew)	Harris, 3 Ornstein & Hunkins (2017), 1
25 (Week 3) Livestream 2*	Elements in Curriculum Cycle Contextual reflection	Stott, 1-2; Harris, 1-2 Rupen Das (2016), article
February 1 (Week 4)	Contextual reflection Needs assessment I	Okunoye (2019), article Deininger et al. (2017), 1 Tyler, 1-3 <u>Due:</u> Forum # 1 (Harris, 1 & 2)
8 (Week 5) Livestream 3*	Needs assessment II Purpose & objectives	Caffarella et al. (2013), 4 Lunenburg (2011), article
15 (Week 6)	Chronicle presentations, group discussion & lecture reviews	Stott, 3-4; Harris, 4-5 <u>Due:</u> Forum #2 (Harris, 4-5)
21-24 (Week 8)	Reading days (no classes)	Stott, 5-6 Parrett & Kang (2009), 5
March 1 (Week 7) Livestream 4*	A Curriculum Model for Discipleship & Faith Foundations Organization & structure	Willard (2009), 9 Siew (2022), chapter
8 (Week 9)	Educational Philosophies	Harris, 6-7; Stott, 5-6 <u>Due:</u> Forum #3 (Harris, 6 -7)
15 (Week 10) Livestream 5*	Paul's Curriculum Model (Acts 20) Instructional /Adult Education Theories	Stott, 7-8 Wilkerson (2021), article
22 (Week 11)	Assessment /evaluation	Carrie Allen (2016), article Tyler, 4-5 Sally Brown (2004-05), article

29 (Week 12)   Open topic   <u>Due</u>: Forum #4 (Harris, 8-9)

April
5 (Week 13)   Wrap up   <u>Due</u>: Major project, Apr. 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](#).)

Arranged by year of publication (in Chicago Style).

<u>Curriculum (Books)</u>

2017. Deininger, Fritz and Eguizabal, Orbelina (Eds.). *Leadership in Theological Education. Vol. II: Foundations for Curriculum Design*. ICETE Series. Cumbria, UK: Langham Global Library.

2017. Ornstein, Allan C. & Hunkins, Francis P. *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

2015. Das, Rupen. *Connecting Curriculum with Context: A Handbook for Context Relevant Curriculum Development in Theological Education*. Carlisle, Cumbria, UN: Langham Partnership.

2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning.* Langham Partnership International.

2013. Caffarella, Rosemary S. & Daffron, Sandra Radcliff. *[Planning Programs for Adult Learners: A Practical Guide](#)*. 3rd Edition. San Francisco: Jossey-Bass.

2013. Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Revised. Chicago: The University of Chicago Press.

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2002. Eisner, Elliott W. *The Educational Imagination*, 3rd edition. Merrill Prentice Hall.

1996. John P. Miller. *The Holistic Curriculum*, revised and expanded. Toronto, ON: OISE Press.

1989. Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville, KY: Westminster John Knox Press.

1988. Connelly, F. Michael and Clandinin, D. Jean. *Teachers as Curriculum Planners: Narratives of Experience*. OISE and Teachers College Columbia University.

Curriculum (Articles/chapters)

2021. Wilkerson, Lindsey. "Constructivist Curriculum for Christian Transformation." *Christian Education Journal: Research on Educational Ministry* (January), 1-15. DOI: 10.1177/0739891320985870

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. Nelson, Seth. "Redemptive Transformational Learning for Ministry and Theological Education, Part 1." *Christian Education Journal: Research on Educational Ministry* (online), pp. 1-19

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2019. Okunoye, Job Oluremi. "Effective Christian Religious Education in Nigerian Secondary Schools as a Mechanism for Sustaining Democracy in Nigeria." *Christian Education Journal: Research on Educational Ministry*, 16 (2), 241-258.

2018. Boyko-Head. "Reciprocal Learning and Learners: (Re)framing the Post-Secondary Learning Experience to meet a Complex Future." *Transformative Dialogues: Teaching & Learning Journal,* 11(2), 1–10.

2017. Egbedokun, A. O., Oteyola, T. A., Akinlabi, A. O., Adejumo, M. & Ayodele, P. "The essentials of instructional design process in a digital age." *Journal of Education and Training,* 4(2), 27-39.

2017. Marunda-Piki, C. "Rethinking Learning Space and Pedagogy in Africa." *International Educator*, 32(2), 23.

2017. Seel, N. M., Lehmann, T., Blumschein, P. & Podolskiy, O. A. "What is instructional design?" In *Instructional Design for Learning. Rotterdam, The Netherlands*. Sense Publishers, pp. 1-17.

2016. Das, Rupen. "Relevance and Faithfulness: Challenges in Contextualizing Theological Education." *InSights Journal for Global Theological Education*, 1(2), 17-29.

2015. Ugur, H., Constantinescu, P. M., & Stevens, M. J. "Self-Awareness and Personal Growth: Theory and Application of Bloom's Taxonomy." *Eurasian Journal of Educational Research* (EJER), (60), 89–110.

2015. Musingafi, Maxwell C. Chando. "Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes and Lesson Plans in the Teaching Process." *Journal of Education & Practice*, 6(9), 54-60.

2010. Parks, D. "Lest We Forget Our Past: A Leader in Curriculum Development-Ralph Winfred Tyler." *The Educational Forum*, 75 (1), 80-86.

2009. Duncan, R. G. & Hmelo-Silver, C. E. "Learning Progressions: Aligning Curriculum, Instruction, and Assessment." *Journal of Research in Science Teaching*, 46 (6), 606-609.

2009. Meyers, N. M. & Nulty, D. D. "How to Use (Five) Curriculum Design Principles to Align Authentic Learning Environments, Assessment, Students' Approaches to Thinking and Learning Outcomes." *Assessment & Evaluation in Higher Education*, 34 (5), 565-577.

2009. Schubert, W. "What is Worthwhile: From Knowing and Needing to Being and Sharing." *Journal of Curriculum and Pedagogy*, 6 (1), 22-40.

2009. Dillion, J. "The Questions of Curriculum." *Journal of Curriculum Studies*, 41 (3), 343-359.

2006. Cary, L. J. "From Currere To Curriculum Spaces: Bringing together Curriculum Theory and Educational Research." *Journal of Curriculum & Pedagogy*, 3(2), 148–167.

2005. Cleveland-Innes, M. & Emes, C. "Principles of Learner-Centered Curriculum: Responding to the Call for Change in Higher Education." *The Canadian Journal of Higher Education*, 35 (4), 85-100.

2004. Ahwee et al. "The Hidden and Null Curriculums: An Experiment in Collective Educational Biography." *Educational Studies* (American Educational Studies Association), 35 (1), 25-43.

2003. Egan, K. "What is Curriculum?" *Journal of the Canadian Association of Curriculum Studies*, 1 (1), 9-16.

2003. Kincheloe, J. "Critical Ontology: Visions of Selfhood and Curriculum." *Journal of Curriculum Theorizing*. Spring, 47-64.

2000. Applefield, J., Huber, R. & Moallem, M. "Constructivism in Theory and Practice: Toward a Better Understanding (Theory of Learning)". *High School Journal*, 84 (2), 35-54.

Discipleship (Books and Articles)

2022. Siew, Yau Man, "A Case Study in Adult Discipleship: Implications for Pastoral Leadership & Imagination." Chapter in David F.W. Wong and Boon Leong Oh (Editors), *Faithful in Ministry; Faithful in Mission: Essays in Honor of Rev. Dr. Daniel Chua*. Singapore: Graceworks Private Limited.

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2019. Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton, IL: Crossway Book.

2016. Smith, James K.A. *You Are What You Love*. Grand Rapids, MI: Brazos Press.

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