

“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
Date and Time	SEPTEMBER 12 – DECEMBER 9, 2022 ASYNCHRONOUS ONLINE
Instructor	YAU MAN SIEW, PhD Phone number: 416 226 6620 ext. 6750 Email: ysiew@tyndale.ca
Class Information	<p>This course is designed to be asynchronous. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions within the timeline parameters set out below. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.</p> <p>Students may participate in live-streamed office hours/office chats as posted below/on the course page.</p> <p>Students may also email the professor for an appointment outside of the posted office hours and coffee chats posted below.</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. Learn how to access and forward emails to your personal account.</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 issue.

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 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 and development as pastor (shepherd-teacher) and ministry leader.
4. Form, renew and transform persons and communities in ways that promote kingdom and flourishing 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."

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 with [Cornerstone Bookshop](#). Order this book early.

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

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.

Tye, Karen B. [*Basics of Christian Education*](#). Atlanta, GA: Chalice Press, 2000. Tyndale Library has a 2009 edition as an eBook, which can be used.

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

Smith, James K. A. [*You are What You Love*](#). Brazos Press, 2016. Smith's description of powerful cultural liturgies that shape our desires (*eros*) is timely, in light of our common "schooling model" of teaching and discipleship.

Fernando, Ajith. [*Discipling in a Multicultural World*](#). Wheaton, IL: Crossway Book, 2019. Fernando, Director of Youth for Christ, Sri Lanka for most of his life, reflects on discipleship in different areas of personal, family, and church life in Sri Lanka.

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

An illuminating work from a senior scholar which discusses CE in relation to reign of God and public life. Along with a survey of the different approaches, there is a strong focus Jesus' way and method.

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

We will study Groome's "shared Christian praxis" approach to teaching, which first appeared in his *Christian Religious Education* (HarperSanFrancisco/Jossey-Bass, 1980/1999), and remains a major theme in this book. Here, he outlines his vision of 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 thorough and insightful 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. 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.

D. ASSIGNMENTS AND GRADING

1. Forum Discussions (30% of final grade)

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

Educational research and student feedback suggest that maximum benefit in online learning results when students take a personal responsibility to complete readings, engage actively and on time in forum discussions, and consciously contribute to a virtual learning community (collaboration, openness, mutual support). “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums. I will be reading your posts and responses regularly, with intermittent comments, but my main response would be to your “group conclusions” each week.

Individual Posts (4 X 6 % = 24 %)

Students will engage in biweekly forum discussions in Weeks #3, 5, 8, 10 (total of 4 forums). Two to three questions would be posted each week of the forum. Students will post their response by 11:55 PM on Wednesday evening of the week in question, and then respond to the posts of other students in their group by 11:55 PM on Thursday of that same week. Your post for each forum should be about 250 words per question (you can exceed by 10% max), but marks deducted thereafter. Each post should be concise, with a clear understanding of issues supported with referenced direct quotations (readings, lectures), demonstrate critical thinking (questions or issues raised), and with 1 application to your context. Your response to fellow students would be briefer, with affirmation (from your experience or readings) and 1 thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Group Conclusion (one, 6 %)

After the individual posts and responses, one member of the group will write a group conclusion. This conclusion will provide the following summary: (1) major points important to CE and discipleship; (2) questions/issues discussed; (3) practical applications. This conclusion is due by 11:55 PM on Friday of the week in question. The conclusion should be about 300-350 words (marks deducted if you exceed limit). Your group is responsible for establishing a schedule for conclusion writers. Each student will only write one conclusion in the course. You do not need to include "late post" of any member.

Penalty for late work:

"Late posts" and "conclusions" will be noted, and the penalty is one mark deduction for every day late. The total number of "late days" will be recorded at the end of the course and your grade for the "forum assignment" would be reduced accordingly. Penalty for late work would be a reduction of 2/3 of a grade per week or part thereof (e.g. from A+ to A – or B to C+), inclusive of Saturdays and Sundays.

If there is "no post" after Friday of the week of the forum, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar 2021-22), the student is to email the instructor directly.

Evaluation criteria: see "Grading Rubric for Forum Discussions" (posted on the course page).

2. Reflection Papers on Tye & Palmer (2 X 15 = 30 % of final grade)

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

Write a personal reflection paper on what you judge to be the THREE most important (major) ideas in Tye and Palmer (one major idea in each chapter), with implications for your particular teaching/church context.

For Tye

- (a) Outline clearly, what you discern to be the three most important (major) ideas, supported with direct referenced quotations and personal comments.
- (b) Explain why these ideas are important to the teaching ministry and mission of the Church.
- (c) What insights, applications and questions do these major ideas spark for you, as pastor and/or ministry leader at your church?

For Palmer

- (a) Outline clearly, what you discern as the three most important (major) ideas, supported with direct referenced quotations and personal comments.

- (b) Explain why these ideas are important for your development as a person who teach, mentor or influence others in church or other settings.
- (c) What insights, applications and questions about “teacher” and “teaching” do these ideas spark for you?

Due Date:

Tye reflection, Oct. 17 (2-3 pages, single-spaced)

Palmer reflection, Nov. 21 (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 (log in to mytyndale.ca for details). Please submit all your work in MS Word.

3. Major Project (40 %)

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 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. This should be submitted along with this major project to the instructor.

Relate what you discover in this interview-research with insights from lectures and readings. Engage with your interviewee’s comments, affirming insights shared with relevant direct referenced quotations from readings (Tye, Morgan, Palmer, articles discussed), lectures, as well as raising issues/questions that were not discussed by your interviewee. Conclude with implications for your development and growth as pastor or teacher in your faith community.

Note: Select the person you interview very carefully. S/he should be experienced and recognized for his/her 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: Dec. 10

Evaluation criteria: posted on the course page.

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 lectures and readings (include direct referenced quotations from Tye, Palmer, articles discussed)?

Length: 7-8 pages, single-spaced

Due date: Dec. 10

Evaluation criteria: clear description of your development and growth as disciple and as pastor/teacher-mentor, with good engagement with Morgan, Tye, Palmer and other educational theorists encountered in lectures (include direct referenced quotations).

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Discussion forums: Individual posts & responses (4 X 6 = 24 %) Group conclusion (1 X 6 %)	30 %
Reflection papers Tye and Palmer (2 X 15 %)	30 %
Major Project	40 %

Total Grade	100 %
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G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted via the course page 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. For the forums, you only need to cite authors and page numbers after the quotation as I know your sources. For the Tye and Palmer reflections, just cite the page numbers. Your major project will adopt the Chicago Style (footnotes preferred).

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 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.

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

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

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.

H. 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

*“Coffee Chats”: There will be 3 livestream “coffee chats” with me at 1 PM (Toronto time) over Zoom on Tuesdays, Sept. 27; Nov. 1; Nov. 29. This livestream chat will be 30 mins. Join me to share, pray, and ask Qs about what you are learning. This is an asynchronous course and attendance is not compulsory, but I love to meet you (albeit virtually)!

<u>Week</u>	<u>Topics</u>	<u>Readings/Due Dates</u>
#1 (Sept. 12)	Covenant, community & culture of learning Self-introductions Called by Jesus (Morgan 1)	Edie & Lamport (2021), 1-2 Morgan (2015), 1 <u>Complete</u> “Our Learning Community”
#2 (Sept. 19)	Whither Christian Education (CE)?	Farley (1985; 2005) Tye (2000/09), Intro., 1-2
#3 (Sept. 26)	*“Coffee chat” with Siew, Sept. 27 (Livestream, 1 PM Toronto Time) A Vision for CE & Discipleship What is a Disciple (Morgan 2)	Robinson (2006); Morgan 2; Siew (2013); Edie & Lamport (2021), 14 <u>Forum #1</u>
#4 (Oct. 3)	Person of Teacher and Teaching as Creative, Spiritual Act Following Jesus Today (Morgan 3)	Martin (2006), 2-3; Nouwen (1971); Morgan 3; Tye 3-4; Palmer (2012/17), Intro. & 1
#5 (Oct. 11)	Oct. 10, Thanksgiving, no class	

	Jesus, Master Teacher I Thomas Groome, Shared Christian Praxis Learning on the Hoof (Morgan 4)	Tye 5-6; Morgan 4; Groome (1980; 2018) <u>Forum #2</u>
#6 (Oct. 17)	David Kolb, Experiential learning & learning styles Jesus, Master Teacher II Plural of Disciple is Church (Morgan 5)	Morgan 5; Tye 7-8 Chang & Floding (2020), 1 Ferdinando (2013) <u>Due:</u> Tye reflection
#7 (Oct. 25 – 28)	Reading days, no classes	Palmer 2-7
#8 (Oct. 31)	*“Coffee chat” with Siew, Nov. 1 (Livestream, 1 PM Toronto time) Movie on teaching (title provided later) Community with a Purpose (Morgan 6)	Morgan 6; <u>Forum #3</u>
#9 (Nov. 7)	Jean Piaget, Theory of Cognitive Development Take Up Your Cross (Morgan 7)	Woolfolk et al. (2016), p36- 49; Edie & Lamport, 11 Morgan 7
#10 (Nov. 14)	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); Morgan 8-9; Edie & Lamport, 12 <u>Forum #4</u>
#11 (Nov. 21)	Understanding the Adult Learner A Curriculum Model for Adult Faith Formation	Summary of Vella (2000); Brookfield (2015), ch. 12 Edie & Lamport, 13; Siew (2021) <u>Due:</u> Palmer reflection
#12 (Nov. 28)	*“Coffee chat” with Siew, Nov. 29 (Livestream, 1 PM Toronto time) Preaching & Teaching	Rowe (1999); Krish Kandiah (2005); “Whole Life Preaching” (LICC.org, 2017)
#13 (Dec. 5)	Wrap up & Review of Learning Journey Course evaluation	<u>Due:</u> Major project (Dec. 10)

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 their writings remain influential in the field.

Children

2022. Csinos, David M. *A Gospel for All Ages: Teaching and Preaching With the Whole Church* (Minneapolis, MN: Fortress Press)
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. DOI: 10.1177/07398913211009912
2020. Csinos, David M. *Little Theologians: Children, Culture and the Making of Theological Meaning* (McGill-Queen’s University Press)
2019. Berryman, Jerome W. "Godly Play and the Language of Christian Faith," *The Christian Century* (March 27).
2013. Csinos, David 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 M. *A Gospel for All Ages: Teaching and Preaching with the Whole Church* (Minneapolis, MN: Fortress Press)
2018. Allen, Holly Catterton, (ed.) *InterGenerate: Transforming Churches Through Intergenerational Ministry* (Abilene, TX: Abilene Christian University Press)
2012. Allen, Holly Chatterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove, IL: InterVarsityPress)
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 and Crisis," *Christian Education Journal*, v18n3, 444-457.

2015. Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 3rd. edition (San Francisco, CA: Jossey-Bass).
2013. David P. Setran 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. Nancy Going, "The Way of Jesus: Adolescent Development as Christological Process," *Lifelong Faith* (Winter 2009), 3-13
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).
2021. Tretham, John D. "Mere Didaskalia: The Vocational Calling and Mission of Christian Ministry," *Christian Education Journal*, Vol. 18(2), 212-228.
2020. Nelson, S. J. "Redemptive Transformational Learning for Ministry and Theological Education, part 1," *Christian Education Journal*, 1–19.
2020. _____. "Redemptive Transformational Learning for Ministry and Theological Education, part 2," *Christian Education Journal*, 1–23.
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. Aleshire, Daniel O. *Earthen Vessels: Hopeful Reflections on the Work and Future of Theological Schools* (Grand Rapids, MI: William B. Eerdmans Publishing Company).
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. *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).
1988. Farley, Edward. *The Fragility of Knowledge: Theological Education in the Church and the University* (Minneapolis, MN: Fortress Press).
1984. Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development* (Prentice-Hall).
1982. Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto* (Macmillan Publishing Company).

Discipleship

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).
2021. Dunlow, Jacob. "Digital Discipleship: A Study of Churches in New York Used Technology for Adult Discipleship During the Covid-19 Pandemic," *Christian Education Journal* (online), pp. 1-15.
2021. Siew, Yau Man. "A Case Study in Adult Discipleship: Stories of Apprenticeship to Jesus at an Anglican (Episcopal) Church." *Christian Education Journal: Research on Educational Ministry* Vol. 18(2), 189-211. [DOI: 10.1177/0739891320959084](https://doi.org/10.1177/0739891320959084)
2018. Thyer, Jane. *Strategies for Transformational Learning: How to Teach for Discipleship* (Berrien Springs, MI: Stone Bridge Teaching Ministries).

2015. Morgan, Alison. *Following Jesus: The Plural of Disciple is Church* (Somerset, UK: ReSource).
2013. Cray, Graham. *Making Disciples in Fresh Expressions of Church* (Fresh Expression).
2013. Chalk, Jack. *Making Disciples in Africa* (Langham Global Library).
2011. Rainer, Thom S. and Eric Geiger, *Simple Church: Returning to God's Process of Making Disciples* (B&H Publishing)
2010. Cray, Graham. *Who's Shaping You? – 21st Century Disciples* (Cell UK Ministries)
2010. Willard, Dallas. "Discipleship" in Gerald McDermott (editor), *The Oxford Handbook of Evangelical Theology* (Oxford University Press), pp. 1-12
2010. Stott, John. *The Radical Disciple* (Inter Varsity Press)
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TYNDALE UNIVERSITY
CHED 0522 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: _____