

“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	HUMAN DEVELOPMENT AND CHRISTIAN NURTURING 人性發展與信徒培育 CHED CM05 XP
Date, Time, and Delivery Format	JANUARY 9 TH – APRIL 10 TH , 2023 THURSDAY: 8:15AM – 11:05AM IN-PERSON ONLY
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	DR. TERESA TONG, DMin (湯邱佩華博士) Email: ttong.ccst@tyndale.ca
Class Information	The classes will be in-person on Thursdays from 8:15 AM – 11:05 AM. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

本科探討及評估發展心理學理論，並分析其對信徒培育的影響。學員將研究主要的發展心理學理論，並了解其與人性發展、教導與學習、並基督教信仰的關係(每個人生階段對上帝的召命)。學員亦會在神學框架中，對這些發展心理學理論作出批判，嘗試建立一套合乎真理的信徒全人培育取向。

This course explores and evaluates developmental psychology and analysis of its contributions to the practices of Christian nurturing. Students will study some major developmental theorists and their impact upon human development, teaching, learning and Christian faith (Christian Vocation at each life stage). Students will apply these psychological theories within a

theological framework, and where possible, integrate them into a more holistic approach in Christian nurturing.

II. LEARNING OUTCOMES

讀畢本科，學員可以:

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

1. 認知目的

Learning Outcomes in the Cognitive Domain

研究主要的發展心理學家及其理論，包括：

- 知性成長(皮亞傑)
- 精神心理成長(弗洛伊德)
- 群性心理成長(艾里克森)
- 社群支援成長(維果茨基)
- 德性成長(科爾伯格)
- 信心成長(福勒)

Examine key theorists and concepts in developmental psychology, including

- Genetic epistemology (Jean Piaget)
- Psychoanalytical development (Sigmund Freud)
- Psychosocial development (Erik Erikson)
- Cultural mediation theory (Lev Vygotsky)
- Moral development (Lawrence Kohlberg)
- Faith development (James Fowler)

認知在每個發育里程碑的全人發展(身、心、靈)

Recognize the holistic human development (body, mind and soul) of different life stages

明白外在的世界及文化，對人生的發育及信徒培育的影響

Associate how the world and culture can impact human development and religious faith

2. 感知目的

Learning Outcomes in the Affective Domain

能夠建立個人對發展心理學的神學立場，並能辨別其在信徒培育上的作用。

Develop a theological perspective toward developmental psychology and discern its place in Christian nurturing.

透過人性發展理論及信徒培育觀，反省個人成長的過程，從而了解自己。

Reflect upon one's life using the frameworks generated by human and faith development

theories, and seek a clearer recognition of one's growth.

3. 實踐目的

Learning Outcome in the Practical Domain

透過研究結合知性、德性、群性、精神、社群支援心理及信心成長等發展心理學理論與聖經神學，來建構出一個較全面的基督教教育哲學，並能用於培育自己及他人的基督徒生命。

Integrate and apply learned materials and research findings of cognitive, moral, psychosocial, psychoanalytical and faith development with the absolutes of theology to develop a more fully informed philosophy of Christian education for nurturing Christian faith of one-self and others.

認知孩童能以屬靈的潛質去經歷上帝

Relate how children can experience God with their spiritual potentials

III. COURSE REQUIREMENTS

A. 指定閱讀 REQUIRED READING

1. 凱瑟琳·卡哈蘭、邦尼·米勒 — 麥理摩亞編。《年年總有美意：貫串一生的召命》。香港：基督教文藝學院，2020。
Cahalan, Kathleen and Bonnie Miller-McLemore, eds. *Calling All Years Good: Christian Vocation throughout Life's Seasons*. Grand Rapids: Eerdmans. 2017.
2. 克拉克·普查曼。《我們的孩子都受了傷》。台灣：校園出版社，2008。
Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2011.

B. 建議閱讀 SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

1. Jensen, Frances E. and Amy Ellis Nutt. *The Teenage Brain: A Neuroscientists Survival Guide to Raising Adolescents and Young Adults*. Toronto: Harper Collins, 2015.
2. Kelcourse, Felicity, ed. *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul, 2nd ed.* St. Louis: Chalice Press. 2015.

(See Selected Bibliography below 參看附加書目)

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

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

請按照以下所述的日期，完成及呈交功課。

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

1. 事工應用 (30 % , 截止日期：2月28日)
Ministry Application (30 % due on Feb 28, 2023)

達成教學成果 #3 (實踐目的)

Related to outcome #3 (Practical Domain)

i) 兒童故事

Children Story-telling

根據課堂上所涵蓋的兩個生命階段（幼兒期和兒童期）的發展特點和下圖（比較五歲和十歲兒童的認知能力），你會如何分別向這兩組孩子，講述大衛和歌利亞的故事？請從全人發展（身、心、靈）的角度，為每個年齡組別提交一份4頁的提案，設計如何有效及生動地向孩子講述這故事及其背後聖經的教導，並以這年齡的全人發育理論為依歸，詳細解釋這設計的用意。

Based on the developmental characteristics of the two life stages (early childhood and middle childhood) covered in class and the chart below for comparing the cognitive ability of 5 and 10-years old children, how would you teach the story of David and Goliath and its biblical teaching to these two groups of children. Write a 4-page proposal for each group so that developmental theories can be thoughtfully applied. Explain why specific aspects of the developmental theories are relevant for that age.

4-5 歲 (4-5 Years Old)	10-11 歲 (10-11 Years Old)
喜歡會說話的動物的故事 Like stories with animals that talk	喜歡和真正的英雄一起冒險 Like adventures with real heroes
喜歡簡單的民間故事或童話故事 Like simple folk tales or fairy tales	閱讀真實人物的傳記 Read biographies about real people
喜歡王子和公主的故事 Like prince and princess story	喜歡有很多細節的書 (吉尼斯世界紀錄；圖畫百科全書) Like books with lots of details (Guinness Book of Records; pictorial encyclopedias)
相信魔術 Believe in magic	強烈的對/錯感（以規則為導向） Strong sense of right/wrong (rule oriented)
認為童話人物生活在很久以前 Think fairy tale characters lived a long time ago	開始發展“好朋友” Begin to develop “best friends”
有時會混淆真實與虛構的信念 Sometimes confuse real with make belief	電腦遊戲 Computer games
認識一些英文字母 Recognize some letters of alphabet	看電視（例如情景喜劇/家庭節目） Watch TV (e.g. sitcoms/family shows)
可以寫他們的名字，可以打亂字母（直覺） Can write their name, can jumble up alphabets (intuitive)	享受積極的運動 Enjoy active sports

ii) 另類選擇: 青年/社青/成人事工的觀察與反思

Alternative assignment: Youth/Young Adult/Adult Ministry Observation & Reflection

觀察特定年齡組別（青年、職青或成人）的 2 次事工聚會。寫一份 8 頁的報告來描述發生的事情（包括內容、師生的互動、預期的學習成果）。用這個特定年齡的發展理論，來解釋見解及反思他們的表現及在群體中的互動。

Observe 2 ministry sessions with a particular age group (youth, young adults, or adults). Write an 8-page report to describe what happened (including content delivery, teacher-learner engagement, anticipated learning outcomes). Reflect on the event with insights from developmental theory on this particular age group and their interaction in the group.

**2. 我的故事: 個人信心成長反省 (40%-草稿截止日期: 2月16日; 終本截止日期: 4月6日)
My Unfolding Story (40%, Draft due on Feb 16; Final due on Apr 06, 2023)**

達成教學成果 #2 + 實踐目的 #3 (實踐目的)

Related to outcome #2 (Affective Domain) + outcome #3 (Practical Domain)

回想從童年到現在，影響您發展的重大事件。對於每個人生階段，描述兩個關鍵

事件以及它們如何影響您這在方面的人生發展（導致形成某種自我觀、與他人相處的方式、採用一套價值觀、信仰和生活方式）。下表可以幫助您整理思路。

Recall critical events that impacted your development from childhood till now. For each life stage, describe two critical events and how these impacted the development of those aspects of your life (resulting in a certain view of self, way of relating to others, adoption of set of values, faith and way of life). The table below may help you to organize your thoughts.

人生階段 Life Stage	人生成長的因素 Aspects of Growth				
	體 Physical	智 Cognitive	群 Psychosocial	德 Moral	信 Faith
兒童期 Childhood	X	X			
青少年期 Teenage			X	X	
社青期 Young adult			X		X

草稿(佔成績的 10%)：描述於三個不同人生階段中的兩個關鍵事件，包括其對於人生的變化和影響（例如：自我觀、與他人的關係、人生價值觀、信仰）。

Draft (10 % of grade): Well-described critical events in different life stages, with detailed life changes and impact (view of self, relationship with others, values of life, faith).

長度：6 頁截止日期：2 月 16 日

Length: 6 pages, Due: Feb. 16, 2023

終本(佔成績的 30%)：使用本課程中學到的理論（課堂閱讀和講座的參考引文），來反思您的人生發展和成長。

Final (30% of grade): You will reflect on your development and growth using theories learned in this course. Referenced quotations from class readings and lectures are required in this reflection.

長度：10 頁截止日期：4 月 6 日

Length: 10 pages, Due: Apr 06, 2023

3. 閱讀作業和小組討論 (30%)

Reading Assignment and Small Group Discussion (30%)

達成教學成果 #1 (認知目的)

Related to outcome #1 (Cognitive Domain)

於當日上課前，完成教科書中的閱讀作業《年年總有美意：貫串一生的召命》。在閱讀材料中找出五(5)個引起您興趣或引起您注意的主題。將這5個主題記錄在日誌中，並在課堂上以小組形式分享，並呈交日誌

Finish the reading assignment from the text book “*Calling All Years Good: Christian Vocation throughout Life’s Seasons*” before class and identify five (5) themes in the readings that intrigue you or caught your attention. Put those 5 themes in a log and share that in a small group during class and submit the log.

閱讀作業 Reading Assignment	小組討論 + 閱讀作業及呈交日期 Due Date + Small Group Date
第1-2章 Chapter 1-2 (Calling over a lifetime 生命整體的召命)	2月2日 Feb 02
第3章 Chapter 3 (Childhood 孩童的召命)	3月2日 Mar 02
第4章 Chapter 4 (Adolescence 青年的召命)	2月23日 Mar 23
第5章 Chapter 5 (Younger Adulthood 社青的召命)	4月6日 Apr 06

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. 作業和評分摘要 SUMMARY OF ASSIGNMENTS AND GRADING

評估基於完成作業

Evaluation is based upon the completion of the following assignments:

作業 Assignment	評分 Score	截止日期 Due Date
事工應用 Ministry Application	30 %	2月28日 Feb 28, 2023

我的故事: 個人信心成長反省 (草稿) My Unfolding Story: Draft	10%	2月16日 Feb 16, 2023
閱讀報告 + 參與小組 #1 (生命整體) Reading Assignment + Small Group #1 (Lifetime)	7.5%	2月02日 Feb 02, 2023
閱讀報告 + 參與小組 #2 (孩童) Reading Assignment + Small Group #2 (Childhood)	7.5%	3月02日 Mar 02, 2023
閱讀報告 + 參與小組 #3 (青年) Reading Assignment + Small Group #3 (Adolescence)	7.5%	3月23日 Mar 23, 2023
閱讀報告 + 參與小組 #4 (社青) Reading Assignment + Small Group #4 (Younger Adult)	7.5%	4月06日 Apr 06, 2023
我的故事: 個人信心成長反省 (終本) My Unfolding Story: Final	30%	4月06日 Apr 06, 2023
總分 Total	100%	

G GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

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

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#). Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

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

Recording 錄音和錄像

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

為保障同學和老師的私隱權, 課堂上的錄音和錄像必須得到每一位同意才可進行。

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (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. 上課日期及內容 COURSE SCHEDULE AND CONTENT

課程 Lesson#	日期 Date	內容 Content
1	1月12日 Jan 12	導論：人性發展與信徒培育(身、心、靈)+人性發展理論 Introduction: Human Development & Holistic Christian Nurturing + Overview of Developmental Psychology
2	1月19日 Jan 19	

3	1月26日 Jan 26	幼童人性發展與信徒培育(身、心、靈) Development of Early Childhood & Holistic Christian Nurturing
4	2月02日 Feb 02	兒童人性發展與信徒培育(身、心、靈) Development of Middle Childhood & Holistic Christian Nurturing
5	2月09日 Feb 09	
6	2月16日 Feb 16	讓孩子經歷神 Children's Experience with God
	2月23日 Feb 23	休假 Study Break
7	3月02日 Mar 02	外在世界及文化對人性發展的影響 The Impact of Outside World and Culture on Human Development
8	3月09日 Mar 09	青少年/社青內心世界及情緒對人性發展的影響 The Impact of Psychological Development on Adolescents/Emerging Adults
9	3月16日 Mar 16	
10	3月23日 Mar 23	青少年/社青生理及腦部發育對人性發展的影響 The Impact of Physiological Development on Adolescents/Emerging Adults
11	3月30日 Mar 30	
12	4月06日 Apr 06	青少年/社青尋索信仰對人性發展的影響 The Impact of Spiritual Development on Adolescents/Emerging Adults

V. 參考書目 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](#).)

克勞特、湯森德著，《成長神學》。台北：校園出版社，2004。

Cloud, Henry and John Townsend. How People Grow: What Bible Reveals about personal growth. Grand Rapids, MI: Zondervan, 2001.

黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。

古倫神父、吳信如。《如何回應年輕人的生命渴望：青年事工的靈性基礎與實務設計》。香港：南與北文化，2019。

- Anthony, Michelle. *Spiritual Parenting: An Awakening for Today's Families*. Colorado Springs, CO: David C. Cook, 2010.
- Barna, George. *Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority*. Grand Rapids, MI: Baker Books, 2016.
- Berryman, J. W. (n.d.). *Godly play: An Imaginative Approach to Religious Education*. Minneapolis, MN: Augsburg Fortress. 1995.
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- May, Scottie, Beth Posterski, et al. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI: William B. Eerdmans Pub. 2005.
- Nakkula, Michael J. and Eric Toshalis. *Understanding Youth: Adolescent Development for Educators*. Cambridge, MA: Harvard Education Press, 2006.
- Penner, James, Rachael Harder, Erika Anderson, Bruno Desorcy, and Rick Hiemstra. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. Ontario: The EFC Youth and Young Adult Ministry Roundtable, 2011.

- Piaget, Jean and Barbel Inhelder. *The Psychology of the Child*. New York, NY: Basic Books, 1969.
- Powell, Kara and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids, MI: Zondervan, 2011.
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- Woolfolk, Anita E., Philip H. Winne, Nancy E. Perry and Jennifer Shapka. *Educational Psychology*. 6th Canadian edition. Toronto: Pearson Education Canada Inc., 2016.
- Young-Eisendrath, Polly. *The Self-esteem Trap: Raising Confident and Compassionate Kids in an Age of Self-importance*. New York: Little Brown, 2008.