

# Religious Education Theory and Practice Course

## Course Description

Courses in Religious Education and Practice should be designed to provide Presbyterian Christian Educators with an understanding of the theory and theology that informs their basis of choice for education methods and materials. Courses should explore multiple theories for religious education and engage in reading of current literature in religious education theory and practice. They should encourage critical engagement of practical experiences or situations to inspect the underlying theory and practice of education. A successful class participant will be able to relate their own educational activities with a religious education theorist.

## Course Standards

Expertise  Dimension	Theoretical Perspective	Skills	Contextual Awareness	Self-Critical Awareness
<b>Theological Dimension</b>	Identify theological and biblical perspectives of teaching and learning.	Design educational events with attention to biblical and theological perspectives.	Engage in reading and reflection on current literature in religious education theory and practice from a multiplicity of contexts.	What are the faith dimensions of your experiences of teaching and learning?
<b>Social Science Dimension</b>	Become familiar with multiple definitions and approaches to Religious Education	Articulate key features of each theoretical approach	Identify the specific context of the theoretical perspective. Assess the strengths and weaknesses of theoretical perspectives in specific learning environments.	How do your personal theoretical perspectives compare/contrast with other approaches?
<b>Educational Dimension</b>	Design and evaluate educational events that demonstrate understanding of theoretical foundations and best practices in educational ministry.	Develop detailed lesson plans that convey all information needed for excellent teaching events. Engage participants in evaluation and reflections on teaching and learning.	Assess effectiveness of educational plans for particular ministry contexts.	How would you describe your self-reflections as a teacher/learner?
<b>Integrative Dimension</b>	Explore a variety of teaching practices and identify their theological and social science perspectives.	Develop best practices for teaching a variety of age groups.	Analyze effectiveness of teaching strategies in particular ministry contexts.	What are your preferred and uncomfortable teaching practices? How are these practices effective?

## **Suggested Resources**

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

Elias, John L. *A History of Christian Education: Protestant, Catholic and Orthodox Perspectives*. (Malabar FLA: Krieger, 2002.)

Noddings, Nel. *Philosophy of Education, 3rd edition*. (Boulder, CO: Westview, 2012.)

Roberto, John. *Reimagining Faith Formation for the 21<sup>st</sup> century*. (LifelongFaith Associates, 2015.)

### **Particular Theorists**

Caldwell, Elizabeth. *God's Big Table: Nurturing Children in a Diverse World*. (Pilgrim Press, 2011.)

Dykstra, Craig. *Growing in the Life of Faith: Education and Christian Practices*. (Westminster/John Knox, 2005)

Foster, Charles. *From Generation to Generation: The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. (Cascade Books: 2012.)

Wimberley, Anne Streaty. *Nurturing Faith and Hope*. (Wipf and Stack Publishing, 2010)

### **Web resources**

Life Long Faith Associates:

“Reimagining Faith Formation” <http://www.reimaginefaithformation.com/>

“Faith Formation Learning Exchange” <http://www.faithformationlearningexchange.net/>

Talbot School of Theology internet resource: Religious Educators of the 21<sup>st</sup> century

<https://www.biola.edu/talbot/ce20> (last accessed 7.8.2019)

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