

EDUCATIONAL MINISTRY OF THE CHURCH

Professor: Robert (Bob) W. Pazmiño
Trask U-44
wk (617) 831-2359; hm (617) 969-2895
Office hours by appointment
Email:rpazmino@ants.edu

I. COURSE PURPOSES

By the end of the course, each active participant should:

1. Know some of the theological and biblical foundations for educational ministries.
2. Have greater confidence in her/his abilities in planning for the educational ministry of the church as evidenced in a detailed lesson plan.
3. Have a clearer picture of the priority of educational ministry as a means of assisting persons and communities to grow in their faith and spiritual life.
4. Affirm the vital role the pastor, Director of Religious Education, and lay leaders have in providing overall leadership and guidance for the educational ministry of the local church and/or other educational settings.

II. COURSE REQUIREMENTS

A. General Expectations

1. Attending class punctually and regularly (unexcused absences will be reflected in the final grade; for classes missed --additional reading is expected in works cited in bibliography on topics discussed in class schedule);
2. Participating in small and large discussion times and promptly completing assignments for class involvement;
3. Planning a reading program beyond the textbooks, consulting journals and other resources of the library or on-line;
4. Consulting peers, the professor, and others to explore your questions;

5. Taking advantage of a variety of learning opportunities out of class;
6. Praying for the class, other participants and the professor;
7. Developing a healthy curiosity about every aspect of the church's educational ministry.

B. Basic Areas of Learning and Involvement

1. Class Periods - A variety of learning experiences is planned. Most benefit is derived from having an attitude of openness and willingness to risk encounter and dialogue. This means listening to others as well as making your own viewpoint known (even if others do not agree, and while respecting diverse views shared).
2. Textbooks - The following basic texts will be used:

Required:

Murphy, Debra Dean. Teaching that Transforms: Worship as the Heart of Christian Education Grand Rapids: Brazos, 2004. Reprint by Wipf and Stock. (219pp.)

Brueggemann, Walter. The Creative Word: Canon as a Model for Biblical Education. Philadelphia: Fortress Press, 1982. (117 pp.)

Westerhoff, John. Spiritual Life: The Foundation for Preaching and Teaching. Louisville: Westminster, John Knox, 1994. (80 pp.)

Recommended:

Janssen, Denise. Fostering Faith: Teaching and Learning in the Christian Church. Valley Forge: Judson, Press, 2014. (115 pp.)

Osmer, Richard R. The Teaching Ministry of Congregations. Louisville: Westminster/John Knox, 2005. (343 pp.)

Pazmiño, Robert W. Basics of Teaching for Christians: Preparation, Instruction, and Evaluation. Grand Rapids: Baker, 1998. Reprint by Wipf and Stock, 2002. (102 pp.)

_____. God Our Teacher: Theological Basics in Christian Education. Grand Rapids: Baker Academic, 2001. (187 pp.)

_____. So What Makes Our Teaching Christian? Teaching in the Name, Spirit and Power of Jesus. Eugene, OR: Wipf and Stock, 2008 (123 pp.)

Seymour, Jack L. Mapping Christian Education: Approaches to Congregational Learning. Nashville: Abingdon, 1997. (128 pp.)

Tye, Karen B. Basics of Christian Education. St. Louis: Chalice, 2000. (142 pp.)

Reading Report: A reading report is to be kept that on one page records author, text and number of pages or time read, along with **cumulative totals** for the course. **Due Dec. 7.**

Interaction Paper: You are to write a paper interacting with the Murphy and Brueggemann texts. In 1500 words (no more -- double spaced and one inch margins) critically react to Murphy's and Brueggemann's conceptions and proposals for religious or Christian education. Devote roughly three pages to comparing and contrasting their viewpoints from your analysis. Devote three pages to your insights for the educational ministry of the church drawing upon your thought and experience, or comment on the applicability of Murphy and Brueggemann to your own professional work and interests. This paper is **due October 12.**

Other Readings: The Janssen, Osmer, Pazmiño, Seymour, Tye and Westerhoff texts provide an exposure to religious education from various perspectives. In addition, consult the course bibliography.

Each member of the class is asked to read at least 200 pages in areas of interest from these recommended texts and 200 pages of additional reading for a total of about 800 pages for the course for a **C** grade. An option is to do an approximate total of 25 hours of reading for the entire course instead of counting pages. More reading is encouraged.

3. Field Experience and Written Reports: These are opportunities to expand your range of experience. You should choose options which fulfill your goals for learning in this course. You are required to report on your field experiences in a brief (**2 page maximum, no more**) typed reflection paper. The paper should follow this format:

(The paper must emphasize items c & d to demonstrate informed and examined experience)

- a. Basic facts.... What did you do? With whom? Where? When? (Brief, in 2 sentences.)
- b. Describe the experience as you perceived it. How did you feel about what was happening? (Brief, in 2 sentences.)
- c. Describe what you learned about R.E. and how it is conducted, why it is done, etc.
- d. Theological reflection: what specific biblical principles or theological insights are highlighted for you in this experience that can be applicable to other settings?

Everyone must complete 2 Field Experiences, one of which should ideally be an interview with Pastor or Religious Education Worker: discuss with an experienced church leader the educational ministry of the church -- about her or his local church or ministry in particular. Ask about the theology and philosophy of religious education; its importance, its role in equipping persons for service, what it means to be effective, etc. Reports are **due Oct. 19 and Nov. 9.**

4. Personal Projects: You are to pursue a matter of individual interest that is within the scope of this course. A brief oral report of your learnings is to be shared in one of our final classes. Possibilities include:
 - serious research on a theoretical concern
 - reflection upon and integration of reading and/or field experiences
 - designing an application of some research into a practical situation, such as a "teacher enrichment workshop"
 - a journal **with** a 3-page concluding summary of learnings

Included in your project is to be a lesson plan of 2 to 3 pages using the topic of your project or learnings from this course to be shared with particular group and setting that you clearly identify in the plan. All students are also required to cite any entries related to your topic from the *Encyclopedia of Christian Education*, George T. Kurian and Mark A. Lamport (eds). New York: Rowan & Littlefield, 2015 on reserve in the library.

Personal Projects are **due November 30.**
Projects generally are 3,000 words for 3 credits.
5. Final Evaluation: On the day assigned for a final exam in this course or at the last class session we will meet for a final evaluation. **Attendance is required at this evaluation when oral reports on projects are shared.**

6. 3-Credit Course Load: A 3-credit course ideally claims 9 hours per week inclusive of class time, which means 6 hours per week of work outside of class.
7. All papers should be type-written and stapled in the upper left corner **without any plastic or paper covers please.**

III. **CLASS SCHEDULE**: Thursdays, 9-11:50 am

Suggested readings correspond with topics and will vary with recommended texts you select to read. Murphy and Brueggemann are required.

(vary with text choice & repeated)		
SUGGESTED READINGS		
<u>DATE</u>	<u>TOPIC</u>	<u>BY AUTHOR & CHAPTER</u>
Sep. 14	Course Introduction Definitions, Goal Setting	Pazmiño* Intro., Janssen 1, Seymour 1, Tye 1, Westerhoff 1
Sep. 21	Biblical and Theological Foundations	Pazmiño* 1-6, Seymour 2, Tye 2 Janssen 2
Sep. 28	The Church and Educational Ministry Goal Statements due	Seymour 3,7, Pazmiño 7-8, Westerhoff 2, Jansenn 3-4, 10, Tye 3
Oct. 5	Curriculum Teaching Methods	Seymour 5, Janssen 4, Tye 4, 6 Pazmiño 7-8, Westerhoff 3-4,
Oct. 12	Brueggemann/Murphy Discussion Paper due	Brueggemann Murphy
Oct. 19	Christian Education of Adults/ Lay Ministry Field Report #1 due	Westerhoff 5, Pazmiño 8-10, Janssen 4-5, Seymour 4,
Oct. 26	Christian Education of Youth Rev. Amy Clark Feldman	Pazmiño 8, Janssen 4-5, Tye 5
Nov. 2	Christian Education of Children	Pazmiño 8, Janssen 4-5, Tye 5

Nov. 9 Leadership Development Teacher Training Westerhoff 6, Janssen 3, & Appendices

Field Report #2 due

Nov. 16 Administration and Organization of Christian Education Janssen 6 Tye 7-8

Nov. 30 Philosophy of C.E./Project Reports Seymour 6, 7, Pazmiño 2
Personal Project due

Dec. 7 Final Evaluation; Project Reports, Reading Report Tye 7,
Reading Report due

Dec. 12-14 Possible Snow Day Make-up Session

* Pazmiño readings from So What Makes Our Teaching Christian?

IV. SUMMARY OF DUE DATES

- Sep. 28 Goal Statements
- Oct. 12 Murphy/Brueggemann Paper
- Oct. 19 Field Experience Report #1
- Nov. 9 Field Experience Report #2
- Nov. 30 Personal Project with Lesson Plan
- Dec. 7 Reading Report

V. **GRADING** will be based on the following percentages (To receive a grade of A, quality work is expected in all dimensions of the course including attendance and participation):

Class Participation	10%
Reading	10%
Field Experience Reports	10%
Interaction Paper	20%
Project	50%