

Christian Education The Calling For A New Generation

This book is an arresting interdisciplinary publication on Christian education, comprising works by leading scholars, professionals and practitioners from around the globe. It focuses on the integrated approaches to Christian education that are both theoretically sound and practically beneficial, and identifies innovative pedagogical methods and tools that have been field-tested and practice-approved. It discusses topics such as exploring programmes and courses through different lenses; learning challenges and opportunities within organisational management; theology of business; Christian models of teaching in different contexts; job preparedness; developing different interpretive or meaning-making frameworks for working with social justice, people with disability, non-profit community organisations and in developing country contexts. It offers graduate students, teachers, school administrators, organisational leaders, theologians, researchers and education practitioners a fresh and inspiring reimagining of Christian education perspectives and practices and the ramifications of their application to life-long learning.

ÓTo reject power and its legitimate use is ultimately to reject God's gift and intention for Christians as we live in the world,Ó writes Robert W. Pazmino. He defines what authority is and how it is perceived by and operates in various Christian communities. He applies these factors and the need for confident, authoritative teachers specifically to the ministry of Christian education. By *What Authority Do We Teach?* completes a trilogy covering key elements of evangelical education. Also in print are *Foundational Issues in Christian Education*, an agenda of theological, sociological, psychological, curricular, and other concerns; and *Principles and Practices of Christian Education*,Ê which integrates conversion and connection into the teaching task.

James Wilhoit explores how Christian education can go beyond mere activity to instill a solid perspective and make sense of a perplexing world. He envisions the ideal model of Christian education and integrates the discipline with the social sciences. In the final chapter Wilhoit presents an evangelical theory of biblical instruction.

A topic of frequent discussion in religious education circles is the relationship between theology and practice. How does Christian theology work itself out in the teaching ministries of the church? Noted Christian education thinker Robert Pazmiño contemplates this debate and offers a contemporary overview of the messages theology brings to Christian education. Sensitive to today's expanding global culture, *God Our Teacher* reaffirms the essential role theology plays in developing educational practices and conventions, and carefully fleshes out what it means to use the Trinity as a model for ordering educational thought and practice. This book will be welcomed by all those involved in fostering the growth and development of Christian education.

Updated and revised, this book explores the essential foundations of Christian education that educators draw upon in their thought and practice.

Our world is growing increasingly complex and confused—a unique and urgent context that calls for a grounded and fresh approach to Christian higher education. Christian higher education involves a distinctive way of thinking about teaching, learning, scholarship, curriculum, student life, administration, and governance that is rooted in the historic Christian faith. In this volume, twenty-nine experts from a variety of fields, including theology, the humanities, science, mathematics, social science, philosophy, the arts, and professional programs, explore how the foundational beliefs of Christianity influence higher education and its disciplines. Aimed at equipping the next generation to better engage the shifting cultural context, this book calls students, professors, trustees, administrators, and church leaders to a renewed commitment to the distinctive work of Christian higher education—for the good of the society, the good of the church, and the glory of God.

Our world is changing dramatically, yet many Christians still rely on cookie-cutter approaches to evangelism and apologetics. In his magnum opus, *Os Guinness* presents the art and power of creative persuasion—the ability to talk to people who are closed to what we are saying. Discover afresh the persuasive power of Christian witness.

Available on microfilm from University Microfilms.

The Classic Guide for Educators of Any Denomination What mission calls us to teach? How do societal issues—social oppression, poverty, politics—affect what we teach, how we teach it, and how people learn? Who are our students? What and when are they ready to learn? Once we understand these foundations, how can we facilitate an educational experience that has the power to shape and transform people and communities in life-giving ways of faith? In this classic text, Thomas Groome asks and answers these central questions, providing a comprehensive integration of the history, theory, and practice of modern religious education for a new generation of educators. His self-reflective approach—shared praxis—will inspire school teachers, students of religious education, pastors, parents, and religious educators in local churches who want to understand themselves, their mission, and their surroundings—to inform, form, and transform their students' lives. "Anyone tugged by the calling at the heart of education or religious life can only cheer for the republication of this classic book."—Robert Kegan, Harvard Graduate School of Education "Whether returning *Christian Religious Education* or reading it for the first time, readers will discover freshness leaping from the page; you will soon know why this formative book of the past is a beacon for the future—informative, inspiring, and wise!"—Mary Elizabeth Moore, professor of theology and Christian education, Claremont School of Theology

Is much of Christian education in America distinctly Christian? Ron Hoch and David Smith say, "No." Instead it is guilty of having adopted an ideology and methodology that strips it of the right to call itself Christian and the ability to fulfill a truly Christian mission. The authors claim that the fundamentally humanistic ideology of the West conditions and controls much of what is labeled "Christian" education. By talking about the need to integrate faith and learning, focusing on teaching methodology, and operating schools in virtually the same way as government-run schools, many Christian academics betray captivity to the dogma that humans are the measure of all things and need to do what God has already done. As a result, much of what controls the conversation and practices in Christian academia echoes the humanistic arrogance of the West, and offers no substantive alternative to it. In *Old School, New Clothes*, Hoch and Smith issue a call for Christian academics to own up to their own confession—that all reality was created and integrated by God, damaged by sin, and has already been reintegrated in and by Jesus. Thus the emphasis in Christian education ought not to be what Christian educators are doing to redeem the culture, but on what God is bringing to the Church in order to redeem sinners. Only by recognizing that all human knowledge claims in every sphere are inherently theological and that God is truly seen in and experienced through knowledge of all things, will a distinctly Christian education be forged. Christian education must primarily emphasize the reintegration or redemption of teachers brought through right knowledge of Jesus that comes through every subject discipline and expressed in a life balanced on Sabbath, work, and family.

"Teaching That Transforms challenges the assumption that worship and education should be separated. Instead, argues Debra Dean Murphy, worship--the center of the church's life--is distinctly tied in Christian education and formation. "It is in corporate worship that the lives of Christians are most acutely formed and shaped." writes Murphy. "All efforts at forming and discipling Christians should presume the centrality of worship." Murphy critiques the predominant modern, liberal models of education and lays out a theological account of education that is centered on praise. She then explains how this alternative approach would change and renew Christian education.

Thoroughly updated to meet the educational challenges of the 21st century, this comprehensive, one-volume guide helps develop a life-long application of baptismal theology for children, youth, and adults. The new edition, based on the Revised Common Lect Here is an excellent resource for your Christian Education program. Daniel and Wade discuss the foundations of an effective Christian Education program, and tackle organizational and administrative issues involved with such a program. You will also find age specific information for all ages of learners. If you are a Christian Ed. Director, or a teacher who wants to better understand the elements of a C.E. program that will make a difference in the lives of the teachers and the students, this is the book for you. For almost twenty years, Foundational Issues in Christian Education has been a key text for many Christian education courses. Its perceptive analysis coupled with clear writing make it a resource without peer. In the book, Christian education expert Robert Pazmiño guides readers through a comprehensive discussion of the interdisciplinary foundations of Christian education, calling all Christian educators to reevaluate the fundamentals of their discipline. "A careful exploration of foundations," writes Pazmiño, "is essential before specifying principles and guidelines for practice." This updated edition includes interaction with professional developments over the past ten years and appendixes that assess the impact of postmodernism as an educational philosophy. In addition, each chapter includes "points to ponder" for personal reflection or classroom use.

This book is about exploring and presenting a model of digital-based curriculum for Christian education suitable for the digital ways of learning, communicating, and thinking. Park discusses the limitations of analog-based curricula, most of current curricula, and necessities for digital-oriented ones. Then, he provides a new model of curriculum--curriculum as software. Curriculum as software is a curricular framework for embracing digital culture like open-flat network, service-centered management, interactive communication, and offline-online hybrid learning space. It consists of four spiral stages: analysis, design, simulation, and service. In the process of designing units, 4R Movement--a new learning theory--is utilized to encourage today's young people to construct their own knowledge after critically analyzing various resources of information. 4R-embedded courses are implemented in the four movements: reflection, reinterpretation, re-formation, and re-creation. ""Educating the digital generation in multicultural society is a big challenge because of their unique ways of thinking, communicating, and learning. Christian educators and parents alike struggle with the same issue in nurturing their students and children--however there are only a few books of Christian education curriculum on that issue. Thus this book deserves praise and attention. Jong Soo Park's research is like priming water to draw new insights and creativity for educating today's young people for faith."" --Doil Kim, Professor of Christian Education, Presbyterian University and Theological Seminary, Seoul, Korea ""Jong Soo writes for the church's teaching ministry in today's multicultural context. Calling for paradigm shifts in Christian education that are contextually appropriate and student centered, this book invites us, for pedagogical reasons, to take hold of the interactive and engaged digital age. An important book for the church finding its future."" --Don Saines, Farnham Maynard Senior Lecturer in Theology, Trinity College Theological School, University of Divinity, Parkville, Australia Jong Soo Park is an educator and minister working at the Uniting Church in Australia. He is also the founder/director of Australian Centre for Migrant-church Education (ACME). His primary concern is to support contemporary churches and families to lead a proper Christian education for today's young people living in a digital and multicultural society. For this, he has researched a paradigm of digital-oriented curriculum and developed Christian education resources based on his model. He holds a PhD from the University of Divinity in Melbourne, Australia.

Blessed Basil Moreau, founder of the Congregation of Holy Cross, had a vision to educate both the minds and hearts of students to grow in Christ's love and use their gifts to make the world a better place. This concise, accessible introduction outlines the five powerful elements that uniquely define a Holy Cross education - mind, heart, zeal, family and hope - as it articulates a compelling vision of education that encompasses a person's natural human development and moral formation with the call to Christian discipleship.

In this insightful book, two leading scholars in Christian education trace the history of the discipline from the Old Testament to the present. Presented against the backdrop of wider philosophical thought and historical events, Anthony and Benson show how each successive era shaped the practice of Christian education today. The result is a book brimming with insights that reveal the historical roots and philosophical underpinnings of issues relevant to current practice in Christian education ministries. "The purpose of this book is to provide the reader with more than just valuable insights regarding the past. . . . The future is the emphasis of this history book." From the Introduction

RELIGIOUS EDUCATION IN THE SMALL MEMBERSHIP CHURCH is a comprehensive resource aimed at making religious education more effective all along the line in small churches. From a living ecology of solid theory and proven research, this book develops exciting possibilities and helpful procedures to maximize religious education opportunities in small church settings. Packaged with this volume is a huge wall chart summarizing highly important information on religious education in small membership churches.

Here are the stories of twelve women--Sophia Fahs, Hulda Niebuhr, Nelle Morton, Rachel Henderlite, Iris Cully, Norma Thompson, Olivia Pearl Stokes, Sara Little, Dorothy Jean Furnish, Freda Gardner, Letty Russell, and Maria Harris--all religious educators, all who transformed the field of religious education, some long before the contemporary feminist movement. Though the women represent different times, interests, and approaches to the discipline, they all shared a commitment to creative and enthusiastic religious education.

To many, teaching is both an awesome and daunting task. Being asked to help shape and form children, youth, and

adults in their Christian identity can be intimidating, and many teachers wonder if they are up to the challenge. Like people of faith of old, they can certainly think of all the excuses why they can't do it: I'm too young (Jeremiah), I'm not good enough (Isaiah), I can't stand up in front of a group and talk (Moses), I've got too many other things to do (Martha). This book is written to help you answer the "now what?" when you've offered to become a teacher. It is designed to help you see and understand your teaching as a calling, a ministry, and not just a job you are doing for the church. Further, it seeks to reflect with you on what it means to be a teacher and perhaps dispel some of the myths and misperceptions people have about teachers and teaching. Next, it provides information regarding some of the knowledge, skills, and tools that can help teachers faithfully carry out their ministry. And finally, it seeks to celebrate those in our churches who are called to teach.

Congregations are always struggling with what quality Christian education is and how to build and maintain it. In this concise and easy-to-use guide, Karen Tye offers practical help, addressing the vital areas that need attention when planning for and building a Christian education program. Questions and exercises at the end of each chapter help pastors, Christian educators, seminary students, and laity apply the information to their own unique setting, building on the basics to renew and transform Christian education.

Reclaiming the Future of Christian Education is a walk through the philosophical and cultural history of education that emphasizes the goal of Christian schooling.

An inspiring guide for developing the Christian mind extols the crucial roll of Christian higher education in the intellectual and spiritual formation of believers.

"The education and training of the youth is an important and solemn work. The great object to be secured should be the proper development of character, that the individual may be fitted to rightly discharge the duties of the present life, and to enter at last upon the future, immortal life. Eternity will reveal the manner in which the work has been performed." The book is not only for teachers, but also for parents, who should be prepared to direct intelligently the education of their children. The whole subject of Christian education is treated from the broadest standpoint, with valuable principles and suggestions applicable to every stage of child development. This little work will prove a blessing, both in a richer personal experience and in an increased ability for service, to every one who will read it thoughtfully.

This reference work tells the unique history of Christian education and shows how Christian educators pioneered such institutions and reforms as universal literacy, home schooling, Sunday schools, women's education, graded schools, compulsory education of the deaf and blind, and kindergarten.

Newspapers are filled with stories about poorly educated children, ineffective teachers, and cash-strapped school districts. In this greatly expanded treatment of a topic he first dealt with in *Rediscovering the Lost Tools of Learning*, Douglas Wilson proposes an alternative to government-operated school by advocating a return to classical Christian education with its discipline, hard work, and learning geared to child development stages. As an educator, Wilson is well-equipped to diagnose the cause of America's deteriorating school system and to propose remedies for those committed to their children's best interests in education. He maintains that education is essentially religious because it deals with the basic questions about life that require spiritual answers—reading and writing are simply the tools. Offering a review of classical education and the history of this movement, Wilson also reflects on his own involvement in the process of creating educational institutions that embrace that style of learning. He details elements needed in a useful curriculum, including a list of literary classics. Readers will see that classical education offers the best opportunity for academic achievement, character growth, and spiritual education, and that such quality cannot be duplicated in a religiously-neutral environment.

In *Perspectives on a Child's Education*, proponents of four very different learning options present their faith-based positions on how a parent should answer the question, "Where should I send my child to school?" Troy Temple (International Center for Youth Ministry) is convinced every Christian parent should consider public schooling. G. Tyler Fischer (Veritas Academy) believes open admission Christian schools are best for Christians and non-Christians alike. Mark Eckel (Mahseh Center) favors covenantal Christian schools that don't enroll non-Christians. Michael Wilder (Southern Baptist Theological Seminary) advocates homeschooling. For each contributor's chapter, a counterpoint chapter from the other contributors follows with a goal of determining which view is most in line with what the Bible teaches.

A Theology for Christian Education, written by dedicated professors of Christian Explain and defend the rationale for the influence of theology in Christian educational theory; Describe the process of forming a theologically informed theory of Christian education; Provide educational insights from a theological rubric and Present the praxis approach (theology/theory informed practice) for teaching and Christian education.

Faith and learning, scholarship and piety, Christian tradition and intellectual inquiry, head and hearts: How do these things come together in an informative, enriching, and interdependent way? The calling of Christian higher education is to reflect the life of Christ and to shine the light of truth. That distinctive mission cannot be forced into an either/or framework but rather a both/and calling. It is a commitment to Jesus Christ himself, who is both fully God and fully human and who for Christian educators is both light and life. This multi-authored volume, with dynamic contributions from entry-level faculty members to seasoned scholars, explores the question of the Christian faith's place on the university campus, whether in administrative matters, the broader academic world, or in student life. Philosophy, Sociology, Science, Arts, Business, Media; Faith and Learning explores how significant Christian thinkers have addressed such topics and their related issues throughout the history of the church. The historical, theological, and biblical framework will help students interact with and engage contemporary challenges to the Christian faith in the various fields of study and inquiry. Contributors include Harry L. Poe, Gene C. Fant, Jr., Ken Magnuson, Klaus Issler, Gregory A. Thornbury, Taylor Worley, John T. Netland, Scott Huelin, James A. Patterson, Hunter Baker, Roman R. Williams, Steve Halla, Christopher W. Mathews, Kevin Trowbridge, Mark Bolyard, Jeannette Russ, E. Blake Watkins, Mary Anne Poe, Emily Lean, Thomas Rosebrough, Ralph Leverett, Kimberly C. Thornbury, and C. Ben Mitchell.

Christian colleges have been set up by Christian churches throughout American history. But all too often these schools and the groups that support them come into conflict, typically over what is being taught in religion and philosophy classes. Christian College, Christian Calling seeks not so much to resolve this tension between congregation and academy as to explain why it exists

and why it might even be fruitful. Instructors of philosophy, theology, church history, Biblical studies, and ministry from Azusa Pacific University explain the value of their disciplines in down-to-earth terms—not in terms of academic achievement but in terms of the Christian life. Looking to get past the stereotypes of liberal, faith-diluting colleges and conservative, unthinking churches, Christian College, Christian Calling provides an invaluable resource for anyone concerned about the mission and relevance of Christian higher education.

This book was written to help congregational leaders, clergy, staff, and laypersons, plan and organize a Christian education ministry from the approach of Christian formation in a community of faith context. This book provides a model for organizing the Christian education leadership committee or team of the church, demonstrates how to use the church year as a framework for planning the Christian education ministry of the church, and gives a model for assessing the effectiveness of the educational ministry of the church and a process to help congregations move toward the Christian Education Formation approach.

Foundational Issues in Christian Education An Introduction in Evangelical Perspective Baker Academic

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