This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Critical Engagements for Teaching Christianly

ED622

Graduate Certificate in Christian Education
Master of Education

Elective

Spirituality and Education

- ED600  Theological Reflections on Education
- ED601  Applying Worldview Studies to Christian Education and
ED602  Philosophical Perspectives on Education

It is recommended that students undertake ED620 Enhancing the Spiritual Formation of Teachers as the first unit in the ‘Spirituality and Education’ strand.

External

Nominal 10 hours per week x 14 weeks = 140 hours (10 credit points)
[Engagement with study materials and readings: 90 hours; Assignment preparation: 50 hours]

Dr Robert Herschell

Dr Robert Herschell

Christian educators, compared with other educators, view the teaching and learning processes from very different perspectives. Scriptures (such as Romans 12:2, Ephesians 4:11-16, Colossians 3:3-23 and 1 Peter 2:5-9) provide Christian teachers with a Biblical rationale for this. In Van Brummelen’s words from, Walking with God in the Classroom: Christian Approaches to Learning and Teaching (1998),

Christian teachers are called to guide young persons into the knowledge and discernment that leads to service for God and fellow human beings. It is in Christ, Paul says, that all the treasures of wisdom and knowledge are hidden. He adds that we must shun hollow and deceptive philosophies based on human tradition (Colossians 2:3-8). Instead, ‘let the Word of Christ dwell in you richly as you teach and admonish’ (Colossians 3:16).

Consequently, there are Biblical reinterpretations of teaching and learning that need to be explicitly investigated and comprehensively developed if Christian teachers are to teach Christianly. Biblical perspectives on teaching and learning ought to empower Christian teachers for effective ministry with those in their care.

This unit aims to assist Christian teachers to design, implement and reflect on changes in their teaching so as to promote more appropriate and effective Christian teaching and learning.

Learning Outcomes:

On completion of this unit of study students will have provided evidence that they have:

1. Researched and critically reviewed Biblical perspectives of teaching and learning;
2. Compared and contrasted these perspectives with other views of the teaching-learning process(es) expressed in the research literature;
3. Investigated perspectives on teaching Christianly as expressed in academic literature;
4. Reflected on one’s personal principles, processes, practices, problems and priorities;
5. Examined personal Christian perspectives in teaching-learning practices;
6. Proposed and conducted a trial of reformulated teaching practices;
7. Evaluated the impacts of these processes, principles and problems resulting from this trial;
8. Reported on and critically appraised one’s approaches to teaching Christianly;
9. Developed proposals for further extending and enhancing one’s approaches to Teaching Christianly;
10. Demonstrated competence in writing at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Unit and assessment requirements</td>
</tr>
<tr>
<td>2</td>
<td>Review of Biblical perspectives on teaching and learning</td>
</tr>
<tr>
<td>3</td>
<td>Analysis of historical approaches to and issues in teaching</td>
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<tr>
<td>4</td>
<td>Current perspectives and practices of teaching and learning – a review of ‘best practice’</td>
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<tr>
<td>5</td>
<td>What does it mean to teach Christianly? Some principles, starting points and critical concerns</td>
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<tr>
<td>6</td>
<td>Teaching Christianly – a critical case study</td>
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<tr>
<td>7</td>
<td>Teaching Christianly – review of school-based experiences</td>
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<tr>
<td>8</td>
<td>Planning a clinical trial/project</td>
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<td>9</td>
<td>Development of project proposals for the conduct of a clinical trial</td>
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<tr>
<td>10</td>
<td>Conduct of a clinical trial</td>
</tr>
<tr>
<td>11</td>
<td>Conduct of a clinical trial</td>
</tr>
<tr>
<td>12</td>
<td>Critical lessons learnt from practice: reflections on personal and professional practice</td>
</tr>
<tr>
<td>13</td>
<td>Reflections on personal and professional practice</td>
</tr>
<tr>
<td>14</td>
<td>Preparation of final report</td>
</tr>
</tbody>
</table>

Set Text Requirements:


Van Brummelen, HW 2009, Walking With God in the Classroom: Christian Approaches to Teaching and Learning, 3rd edn, Purposeful Design, Colorado Springs, CO.

Recommended Readings:

- Freakly, M & Burgh, G 2000, Engaging with Ethics: Ethical Enquiry for Teachers, Social Science Press, Katoomba, NSW.
- Habermas, R & Issler, K 1997, Teaching for Reconciliation, new edn, Baker Books, Grand Rapids, MI.
Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research essay (3000 words)</td>
<td>What does it mean to be a Christian Teacher who Teaches Christianly?</td>
<td>1-4, 8</td>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>Clinical trial and report (3000 words)</td>
<td>Critical Analysis of and Reflective Report on Practice</td>
<td>5-8</td>
<td>14</td>
<td>50%</td>
</tr>
</tbody>
</table>

Unit Overview:

The study requires students to engage critically with the literature so as to provide a framework for both a review of their own personal learning and professional teaching practices and an investigation of what this means in their learning settings. A clinical trial, with critical review and evaluation, will be designed and implemented in their learning setting to extend, enrich and enhance the application of ‘teaching Christianly’.