ES402

WORLDVIEW STUDIES FOR
CHRISTIAN EDUCATION

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.
Unit Name: Worldview Studies for Christian Education

Unit Code: ES402

Awards: Graduate Diploma in Education (Primary) Graduate Diploma in Education (Secondary)

Core/Elective: Core

Pre/co-requisites: Nil

Modes: Internal and External

Weighting: 10 credit points

Delivery/Contact hrs:
- Class contact: 30 hours
- Engagement with unit materials readings: 47 hours
- Assignment preparation: 63 hours
- Total: 140 hours

Teaching Staff: Colette Alexander

Unit Rationale:
We tend to think of ourselves as living out of a set of personal values which we have thought about and consciously chosen to adopt as our own. More often however our responses to the world around us are shaped by an almost subconscious set of beliefs which are rarely exposed to reflection and criticism. Even Christians with a conscious commitment to the Bible as a guide to life and thought find that the culture and society in which they live have shaped their patterns of thought and action in profound ways.

This unit establishes a frame of reference for the graduate diploma course by developing in some detail the Christian worldview perspectives which underpin the individual’s pursuit of a commitment to being a Christian teacher who knows how to teach Christianly. Preservice teachers will be challenged to investigate and develop personal worldview perspectives which are a consistent expression of their understandings of the Christian faith.

This unit will also examine other worldviews, both Western and Eastern, which have been prominent in and had influence upon contemporary culture. Christian teachers in particular should be able to critically appraise, not merely their own perspectives and those of others, but also the worldviews inherent in various types of texts and cultural practices. The processes involved in analysing the “worldviewish” content of texts, curriculum and cultural practices will be developed and then applied to the processes of preparing for teaching and learning.

Learning Outcomes:

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

1. Understood the concept of worldview and its implications in both personal and professional spheres of life.
2. Engaged critically with the foundational tenets of a Christian worldview.
3. Comprehended the foundational tenets of a range of alternative worldviews that have had a significant impact upon contemporary culture.
4. Contrasted personal worldview perspectives with those evident in both Christian and other worldviews.
5. Critically appraised, analysed and reviewed the worldview ideas and issues evident in a range of texts, curriculum documents and cultural practices.
6. Applied Christian worldview perspectives to the critical analysis of the content and processes of selected curriculum areas.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
**Professional Standards for Queensland Teachers:**

The learning opportunities provided in this unit contribute to the practice, knowledge and values of the following QCT Professional Standards for Queensland Teachers:

3. Design and implement intellectually challenging learning experiences.
6. Support personal development and participation in society.

Successful engagement with this unit will provide substantial evidence of the practice, knowledge and values of the following QCT Professional Standards for Queensland Teachers:

10. Commit to reflective practice and professional renewal.

**Christian Teacher Practitioner Standards:**

1.0 Committed to understanding and applying a distinctive yet wide-ranging Christian worldview in all aspects of their life, character, scholarship and profession.
4.0 Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.
7.0 Reflective professionals who are praxis oriented and committed to ongoing transformation, personal and professional renewal and development within their learning communities.

**Content:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>What is a worldview? Analysing Worldviews: Why do we need a Christian worldview?</td>
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<tr>
<td>2</td>
<td>Biblical Christian Theism</td>
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<td>3</td>
<td>The Beginning of the Historical Shift: Deism</td>
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<td>4</td>
<td>The Scientific Revolution: Naturalism</td>
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<tr>
<td>5</td>
<td>Responses to Naturalism: Nihilism, Humanism and a few other ‘-isms’</td>
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<td>6</td>
<td>Existentialism: Theistic and Atheistic</td>
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<td>7</td>
<td>The Contemporary World: Postmodernism</td>
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<tr>
<td>9</td>
<td>Reading and viewing worldviewishly</td>
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<td>10</td>
<td>Applying a Christian worldview to curriculum work</td>
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<tr>
<td>11</td>
<td>Strategies for using worldview in the classroom The power of Christian worldview thinking</td>
</tr>
</tbody>
</table>

**Set Text Requirements:**


### MAJOR REFERENCES


### OTHER REFERENCES


Burnett, D 1990, *Clash of Worlds*, Marc, Eastbourne, UK.


Moseley, NA 2003, *Thinking Against the Grain: Developing a Biblical Worldview in a Culture of Myths*, Kregel, Grand Rapids, MI.


## Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes Assessed</th>
<th>CTPC</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Paper (1000 words)</td>
<td>Preservice teachers will prepare a short essay that clearly and thoroughly articulates a Christian worldview perspective in relation to a selected topic with reference to both the Biblical text and other academic resources. Suitable topics include: • The Nature of Mankind • The Work of God in and with Mankind • Knowledge, Ethics and Absolutes • Origins and the Nature of the Universe</td>
<td>1, 2, 4, 5, 7</td>
<td>1.1; 1.2; 1.7; 7.3</td>
<td>Week 6</td>
<td>30%</td>
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<tr>
<td>Worldview Catalogue (1500 words)</td>
<td>Preservice teachers will prepare a catalogue of at least three alternative worldviews studied throughout the unit. They should choose worldviews that are evident in their own personal and professional contexts while considering the breadth of alternatives that have been studied.</td>
<td>1, 3-5, 7</td>
<td>1.2; 1.8; 4.8; 7.1; 7.6</td>
<td>Week 11</td>
<td>30%</td>
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<tr>
<td>Portfolio of Christian Curriculum Work (2500 words)</td>
<td>Preservice teachers will develop a portfolio of materials that demonstrate the articulation of worldview perspectives into their planning, teaching and assessment.</td>
<td>1-7</td>
<td>1.2; 1.4; 1.6; 1.8; 4.1; 4.7; 4.8; 7.2; 7.3; 7.4; 7.5; 7.6</td>
<td>Week 15</td>
<td>40%</td>
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## Unit Overview:

This unit is designed to build Preservice teachers’ knowledge and understanding of a Christian worldview, develop comparative analyses of and appreciation for the nature of other worldviews evident in society, and facilitate the practice of applying a thoroughly Christian worldview to their personal and professional life.