EDUCATIONAL MINISTRY OF THE CHURCH
0CE514, Two Credits
Andrew J. Peterson, Ph.D.
Reformed Theological Seminary, Virtual

Professor's Bio

Dr. Andrew J. Peterson ("Andy") has worked in education for over thirty years with all ages and for the past twenty years with all varieties of educational technology. He lives with his family and two Goldens in Charlotte, North Carolina and is an elder at Christ Covenant Church (PCA). His main professional focus for the past seven years has been building a "virtual campus" for Reformed Theological Seminary as Senior Vice President, and, as of last year, President. To date, RTS/Virtual has over 30 courses, including Online Greek I and II, Online Hebrew, the first fully distance masters degree at an accredited seminary (MA/Distance), and an ever-improving Web site, <www.rtsvirtual.org> with a Web-based database program for marketing, application, and online portfolios. Now RTSV is using Centra Symposium to do web conferencing with live, on-campus courses for the Virtual students, www.centra,com. There are some special programs for disabilities and prisoners and twenty full-time and part-time, on-site and virtual staff, Andy's oversight includes customer service, promotional marketing, student services, course development, and educational technology. Andy is also teaching online courses for University of Phoenix Online for the past few years: Skills for Lifelong Learning, Sociology, Managerial Communications, and Assessment and Evaluation and Research and Ethics for E-education.

The professional roadmap is from licensed psychologist in Pennsylvania where Andy worked for six years at a community mental health center, to professor of psychology for assessment and teacher training courses for Grove City College, a four-year liberal arts college north of Pittsburgh, to professor of pastoral counseling at a seminary in Escondido, California, to educational technologist at Santa Fe Foundation in Solana Beach, and then to UC San Diego where he established the first Multimedia Development Center for faculty development of digital presentations in 1995 (just as the Internet hit!). While in southern California (SOCAL), he consulted with businesses and schools on the use of educational technology and continues to do that with the virtual campus concept now. So, the general themes are education, business and counseling with help from theology as well as technology. Tours in academia have been at Western Washington University (BA, Psychology), UC Berkeley (MA, Educational Psychology), and University of Pittsburgh (PhD, Educational Communications and Technology). Welcome to the class!

Course Description

This graduate-level course is a study of the educational program of the church, adding application to many other training situations in the home, school, community and workplace. The highest priority is for good content as foundation for Christian education. But that curriculum must be taught with a design and communication style that is appropriate and effective. Careful attention is given to philosophy, psychology, history, organization, curriculum, recruiting and training teachers, and the special needs of each age group. Instructional design for educational technology will be presented and the new interactive and online media will be reviewed and illustrated as strategic innovations for teaching and learning.

Required Resources

Adler, Mortimer. (1983). *How to Speak/How to Listen*. New York: Macmillan.
There is a lot of speaking and listening in good Christian education. Some things here are helpful, some are incomplete, and some are antithetical to God's Word.

Dreyfus, Hubert. (2002). *On the Internet*. London: Routledge.
This little monograph is a thoughtful critique of Internet usage and distance education. His phenomenological perspective has important implications for modern educational theory and postmodern attitudes toward knowledge.

Harper, N. *Making Disciples: The challenge of Christian education at the end of 20th century.* Memphis, TN: Christian Studies Center. (194 p.)
This is the summary of a former RTS professor who emphasizes the key term, "discipleship" as a definer of Christian education and counseling.

Jewell, J. (2002). *New tools for a new century: First steps in equipping your church for the digital revolutions*. Nashville: Abingdon. (207 p.)
Here is an introduction to planning and using technology in the church.

Johnson, D. (Editor). *Foundations of Christian education: Addresses to Christian teachers by Louis Berkhof and Cornelius Van Til*. Phillipsburg, NJ: Presbyterian & Reformed. (132 p.)
Enjoy the thinking of these two theologians on basic matters of Christian education.

Vincent, T. (1674, 1980). *The shorter catechism explained from scripture*. Carlisle, PA: The Banner of Truth Trust. (282 p.)
We reach to church history for this work by Vincent. The Westminster Shorter catechism is intended to be a method of Christian education for children and adults. Here we have a contemporary of the Westminster divines and his catechism for the catechism.

Recommended Resources

Adams, J. (1982). *Back to the blackboard: Design for a biblical Christian school*. Phillipsburg, NJ: P & R.

Harl, K. (2004). *Great ancient civilizations of asia minor*. Chantilly, VA: The Teaching Company.

Harl, K. (2004). *Rome and the barbarians*. Chantilly, VA: The Teaching Company.

Harl, K. (2004). *The World of Byzantium*. Chantilly, VA: The Teaching Company.

Harl, K. (2003). *The era of the crusades*. Chantilly, VA: The Teaching Company.

Robinson, D. (2000). *The great ideas of psychology*. Chantilly, VA: The Teaching Company.

Robinson, D. (2004). *The great ideas of philosophy* (Second Edition). Chantilly, VA: The Teaching Company.

Spirit of the Reformation Study Bible. (2003). Grand Rapids: Zondervan

Weeks, N. (1988). *Christian school: An introduction*. Carlisle, PA: Banner of Truth

Questions for Educational Ministry of the Church, 0CE 514

Why teach? Why learn?

What is the biblical role of teaching in the church?

Who should teach? What are the qualifications for a teacher?

What are biblical foundations for teaching?

What are humanistic assumptions for teaching?

How do I prepare for teaching or making instructional materials?

How do I give constructive feedback to learners?

Why is Christian education important in the small church, in particular?

Why is Christian education important in the large church, in particular?

How ought we to use the new communication technologies for Christian education?

Feedback

Midterm Exam (40% of point total for letter grade)
25 objectively scored items plus integrative essay on first half of course.

Final Exam (40%)
25 objectively scored items plus integrative essay on second half of course.

Dialogues (15%)
Two three-page imaginary dialogues between the Christian educator and a rationalist and a romanticist.

Mentor Report / Course Application Paper (5%)
Each MA Distance student is required to have his or her mentor submit a report at the end of the course. This report will contribute to 5% of the student's grade. For students who are not registered in the MA program, you are required to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

Assignments
Best practice for your time management is for you to submit all assignments at the end of the week in which they fall in the Virtual Classroom, using the upload links provided. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time. No late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

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Agenda

FOUNDATIONS

Colossians 1:10 and Colossians 1:1 – 14

Introductions
1. Course Introduction (Purposes, Approaches, Resources, Feedback)

2. Students Introductions (Who, Where, What and Why?)

Standards
3. Biblical Studies (Old and New Testament)

4. Systematic Theology (Personal and Active)

Applications
5. Church History (Two Millennia of God's work)

6. Practical Theology (Forms of Discipleship, Missions and Worship)

DESIGN

Colossians 1:15 – 23 and Colossians 1:24 – 2:7

Philosophy and Education
7. History of Philosophy (Presocratics, Plato, Aristotle)

8. Modern Philosophy (Rationalism, Empiricism, Intuition)

Psychology and Education
9. Scientific/Rationalist Methods (Biogenic, Environmental, Psychometric)

10. Subjective/Romanticist Methods (Psychoanalysis, Phenomenology, Transpersonal)

Instructional Design
11. Design and Evaluation (Needs Assessment, Situation Analysis, Team Organization)

12. Development (Objectives Specified, Media Selection, Prototype Construction)

COMMUNICATIONS

Colossians 2:8 – 23 and Colossians 3:1 – 4:6

One-way
13. Lecturing (Organization, Stories, Personal Service)

14. “Preaching” (“telos”, “you”, God’s authoritative Word)

Interactive
15. Socratic Q & A (role of Q & A, teaching by questions, “red flags”)

16. Counseling (Listening, Diagnosis, Homework)

Groups
17. Family (Biblical status, history, roles)

18. Small Group (Fellowship, Fractal, Neighborhood)

TECHNOLOGY

Colossians 3:18 – 4:6 and Colossians 4:7 – 18

Interactive Computer-based Tools
19. Tech History (Gunpowder/Stirrup, Printing Press, Digital Computer)

20. Multimedia (Audio, Video, Networking)

Instructional Modes and Media
21. Asynchronous and Synchronous

22. One-way and Interactive; Projected and Online

Next Steps
23. Innovation (Discovery Drive Planning, Sustaining, Disruptive)

24. Mentoring (Body & Soul, Series of Models, Distance Education)

Workshop One (Foundations)

Sessions 1 – 3
Read syllabus
Select Plan A or B for feedback
Purchase required texts

Sessions 4 – 6
Read Harper, Chapter I and II
Read Johnson, Part One
Read Vincent, Question One through Thirty-Eight (p. iii – 109)

Workshop Two (Design)

Session 7 – 9
Read Adler, Part One, Part Five, Appendices
Read Dreyfus, Introduction, Three, Four
Read Harper, Chapter III
Read Vincent, Question Thirty-Nine through Forty-four (p. 109 – 117)

Session 10 – 12
Harper, Chapter VII
Jewell, Part Four and Appendix
Johnson, Part Two
Read Vincent, Question Forty-five through Sixty-Two (p. 117 –155)

Workshop Three (Communications)

Session 13 – 15
Adler, Part Two – Four
Harper, Chapter IV and V
Read Vincent, Questions Sixty-three through Sixty-Nine (155 – 180)

Session 16 – 18 (
Read Vincent, Questions Sixty-Nine through Eight-One (180 - 214)

Workshop Four (Technology)

Session 19 - 21
Read Dreyfus, Chapter One
Read Jewell, Introduction through Chapter Eleven
Read Vincent, Questions Eight-One through Ninety-Seven (214 - 266)

Session 22 - 24
Read Dreyfus, Chapter Two, Conclusion
Read Harper, Chapter VI
Read Vincent, Questions Ninety-Seven through One Hundred and Seven (266 - 282)