



National Institute for
CHRISTIAN EDUCATION
informing reforming transforming



*...helping make
Christian education happen*

Unit material

ED400/500

Foundations of Christian Education

Unit Outline





National Institute for
CHRISTIAN EDUCATION
informing reforming transforming

Foundations of Christian Education

ED400/ED500

Unit Outline

Copyright © 2009 Morling College.

Any copyrighted materials contained in this publication have been copied under section 53B of the Copyright Amendment Act 1980 (Cth) (No. 154 of 1980) on behalf of the National Institute for Christian Education for the purposes of private study only.

Corporate Author: National Institute for Christian Education
Written by: Rod Thompson
Unit Outline CCHE Approved: 0805
APRC Approved:

Contributors:
Revised: 0906

Published by **NATIONAL INSTITUTE for CHRISTIAN EDUCATION**
(a teaching agent of Morling College Ltd).

ABN: 67 107 484 695

58 Douglas Rd, Blacktown NSW 2148 | PO Box 7000 Blacktown NSW 2148, Australia
Tel: 02 9672 4444 | Fax: 02 9671 5968 | Email: admin@nice.edu.au | www.nice.edu.au

FOUNDATIONS OF CHRISTIAN EDUCATION

ED400/500B

Statement of Purpose

To assist students in the process of developing a sound biblical theology grounded in an understanding of the theology, history and literature of the canonical books of the Old and New Testament Scriptures, thereby enabling students to more effectively develop a comprehensive biblical worldview as a framework for undertaking their role within education.

Co-requisite

ED501

Rationale

It is vital that teachers who espouse a Christian faith, and/or who are educating in Christian schools, be provided with opportunities to develop an understanding of the Bible as the basis for the development of a coherent biblical theology and the formation of a comprehensive, biblically informed worldview. This foundational unit provides such opportunity for thinking and active responding to the canonical books of the Christian Scriptures and their implications for life and education. It seeks to develop in students the integrity between faith and knowledge that should be recognisable in the Christian educator.

Relation to Course Objectives

By developing the student's understanding of the Bible as the basis for Christian thought and action, and by providing the student with skills in the interpretation and use of the Bible as a foundation for theology and worldview, this unit provides essential foundations for the achievement of all course objectives, but relates particularly to objectives (1) and (2).

Learning Outcomes

At the end of this unit students will be able to:

1. Demonstrate an understanding of the relationship between the Bible and theology, and an appreciation of the variety of different approaches to theology.
2. Identify the concerns of hermeneutics and develop methods of interpreting the Bible.

3. Articulate the basic concerns of epistemology and begin to develop an epistemological approach incorporating an understanding of the Bible as God's written word.
4. Demonstrate a developing appreciation of the theology, literature and history of the Old and New Testament Scriptures.
5. Identify educational practices which are responsive to, and consistent with, the Bible and biblical theology.

Subject Content

Following is an outline of the content covered in this unit:

1. Introduction to the study of theology
2. Introduction to the role of hermeneutics in developing biblical theology
3. Introduction to the concerns of epistemology
4. The relationship between the word of God in Scripture, Christ and creation
5. Introduction to literalism, allegory and typology as methods of interpreting Scripture
6. Important biblical teachings and their implications for education including:
 - i. The character of God
 - ii. Humankind as creature and image bearer
 - iii. The fall and its effects
 - iv. Redemption as the grace of God in purpose and action
 - v. The centrality of the gospel of Christ throughout Scripture
 - vi. The life and teachings of Christ
7. Introduction to the literature, history and theology of the canonical books of the Old and New Testaments
8. An introductory understanding of the relationship of the Bible and theology to worldview and the task of Christian education

Delivery Approaches

	Student Workload
1. Directed reading	40 hours
2. Responses to the readings	45 hours
3. Responses to Study Guide and posts on forum	55 hours
4. Assignment preparation and writing	40 hours
	Total: 180 hours

General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

1. Critical thinking

- biblically informed perspective
- reasoning
- original thought

2. Communication

- meeting outcomes of assessment task
- engagement of unit concepts
- logical development of ideas

3. Literature and References

- engagement with unit related literature
- reference to additional literature
- consistent referencing and citation style

4. Creative Thinking

- based on own experience and personal research
- biblically informed perspective

Assessment Tasks

Assignment One

Format: Essay
Length: 2000 words
Weighting: 40%

Complete one of the following two options.

Option 1:

With reference to Colossians 1:15–20, Goldsworthy (1991) writes: “This signifies that the meaning of the universe is found in the gospel. God created all things with a view to their redemption in Christ. The gospel is God’s forethought, his blueprint to creation, not a mere afterthought because of sin” (pp. 60–61).

Firstly discuss how you understand the gospel event to be at the centre of biblical revelation, and secondly discuss how you understand the gospel to give meaning to the universe. In your answer refer to the Bible and to viewpoints expressed in the Study Guide and associated reading thus far.

Option 2:

Students of Scripture often compartmentalise the Bible, becoming specialists in one part, rather than the whole, for example, Old Testament and New Testament. Rosner (2000) writes: “Such boundaries become barriers to the extent that no one accepts the responsibility of reading the Bible as a whole” (p. 4).

Discuss your understanding of the Bible as an unfolding, unified written word of God, particularly considering the relationship between the Old and New Testaments. Why is it vital to study, understand and apply the ‘whole’ Bible to life and education?

Assignment Two

Format: Essay
Length: 3000 words
Weighting: 60%

Choose one book from the Bible. It may be from either the Old or New Testaments. With reference to Goldsworthy, the Study Guide and the Required Readings, discuss the significance of the book for the practice of education from a biblical basis. In doing so, consider the following:

1. The most important features of the literature, history and theology of the book you chose.
2. The relationship of the book you chose to the complete canon of Scripture.
3. The relationship of the book to the gospel event and its consequences.
4. In the light of Points 1–3, a consideration of the contribution this book makes to the practice of education from a biblical basis in our era. In this consideration, a specific discussion of one or two areas of education with which you are involved is required: a particular curriculum area, an issue of policy within schools, classroom management, the role of the teacher, or the like.

Set Text

Goldsworthy, G. (1991). *According to plan*. Downers Grove, IL: InterVarsity Press.

Required Reading

The following references are required to be read by students completing this unit.

The New International Version of the Bible. (1983). Grand Rapids, MI: Zondervan.

Many portions of the Bible, as specified in the Study Guide, are required reading.

Also the following Bible books, or sections from them, are to be read:

- Genesis
- Ruth
- At least one of the following: Job, Proverbs, Song of Songs, Ecclesiastes, Lamentations
- Matthew
- At least one of the following: Galatians, 1 & 2 Thessalonians, 1 & 2 Corinthians, Romans, Ephesians, Colossians, Philemon, Philippians, 1 Timothy, Titus, 2 Timothy

Comparative reading is to be undertaken from at least one other version of the Bible, chosen from: Complete Jewish Bible; New American Standard Version; New King James Version; New Revised Standard Version.

READING 1 Erickson, M. (1998). *Christian theology* (pp. 226–232, 235–238). Grand Rapids, MI: Baker.

READING 2 Melchert, C. (1998). *Wise teaching: Biblical wisdom and educational ministry* (pp. 272–309). Harrisburg, PA: Trinity Press.

READING 3 Milne, A. (1998). *Know the truth: A handbook of Christian belief* (pp. 30–38). Leicester, UK: InterVarsity Press.

READING 4 Webb, B. (2000). Esther. In *Five festal garments* (pp. 111–133). Leicester, UK: Apollos.

Recommended Reading

The following resources are recommended as additional reading for research within this unit.

Achtemeier, P., Green, J., & Thompson, M. (2001). *Introducing the New Testament: Its literature and theology*. Grand Rapids, MI: Eerdmans.

Alexander, T., & Rosner, B. (2001). *New dictionary of biblical theology*. Leicester, UK: InterVarsity Press.

Allen, R. (1992). Numbers. In F. Gaebelin (Ed.), *The expositor's Bible commentary: Vol. 2*. Grand Rapids, MI: Zondervan.

Alter, R. (1981). *The art of biblical narrative*. New York: Perseus Books.

Alter, R. (1987). *The art of biblical poetry*. New York: Perseus Books

Barnett, P. (1988). *The message of 2 Corinthians*. Leicester, UK: InterVarsity Press.

Barnett, P. (2001). *Apocalypse now and then: Reading Revelation today*. Sydney: Aquila Press.

Beale, G. K. (2001). Revelation. In Alexander, T. & Rosner, B. (Eds.), *New dictionary of biblical theology* (pp. 356–363). Leicester, UK: InterVarsity Press.

Brown, C. (Ed.). (1978). *Dictionary of New Testament theology: Vol. 3*. Exeter, UK: Paternoster Press.

Brown, R. (1982). *The message of Hebrews: Christ above all*. Leicester, UK: Intervarsity Press.

Bruce, F. F. (1964). *The Epistle to the Hebrews*. Grand Rapids, MI: Eerdmans.

Bruce, F. F. (1977). *Paul: Apostle of the free spirit*. Exeter, UK: Paternoster.

- Carson, D. (1984). *From triumphalism to maturity*. Leicester, UK: InterVarsity Press.
- Ciampa, R. (2001). Galatians. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 311–315). Leicester, UK: InterVarsity Press.
- Corney, P. (2001). The challenges of discipling today's young adults. *Institute for Contemporary Christian Leadership Newsletter*. December 2001.
- Corney, P. (2002). ICCL 2002 Courses. In *Institute for Contemporary Christian Leadership Newsletter*.
- Dawn, M. (2001). *Powers, weakness and the tabernacling of God*. Grand Rapids, MI: Eerdmans.
- Dickens, K. (2000). *Triumphalism and the Christian school*. Blacktown, NSW: National Institute for Christian Education.
- Dillard, R., & Longman, T. (1994). *An introduction to the Old Testament*. Grand Rapids, MI: Zondervan.
- Dumbrell, W. (2002a). *Covenant and creation: A theology of Old Testament Covenants*. Exeter, UK: Paternoster.
- Dumbrell, W. (2002b). *The faith of Israel: A theological survey of the Old Testament*. Leicester, UK: Apollos.
- Egan, K. (1992). *Imagination in teaching and learning*. Chicago, IL: University of Chicago.
- Ellingworth, P. (2001). Hebrews. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 337–342). Leicester, UK: InterVarsity Press.
- Erickson, M. (1998). *Christian theology*. Grand Rapids, MI: Baker.
- Fee, G. (1987). *The First Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans.
- Fernhout, H. (1997). Christian schooling: telling a world view story. In I. Lambert & S. Mitchell (Eds.), *The crumbling walls of certainty*. Sydney: Centre for the Study of Australian Christianity.
- Goldsworthy, G. (2000). *Preaching the whole Bible as Christian Scripture*. Grand Rapids, MI: Eerdmans.
- Goldsworthy, G. (2001). *Goldsworthy trilogy: Gospel and kingdom, Gospel and wisdom, Gospel and revelation*. Exeter, UK: Paternoster.
- Gorman, M. J. (2001). *Cruciformity: Paul's narrative spirituality of the cross*. Grand Rapids, MI: Eerdmans.
- Greidanus, S. (1999). *Preaching Christ from the Old Testament*. Grand Rapids, MI: Eerdmans.
- Groome, T. (1980). *Christian religious education*. San Francisco: Jossey-Bass.
- Grudem, W. (1995). *Systematic theology: An introduction to biblical doctrine*. Grand Rapids, MI: Zondervan.
- Gundry, R. (1982). *Matthew: A commentary on his literary and theological art*. Grand Rapids, MI: Eerdmans.
- Hagner, D. (2000). Matthew. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 262–267). Leicester, UK: InterVarsity Press.
- Hagner, D. (2001). Synoptic gospels. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 126–129). Leicester, UK: InterVarsity Press.
- Harris, R. (1992). Leviticus. In E. Gaebelin (Ed.), *The expositor's Bible commentary: Vol. 2*. Grand Rapids, MI: Zondervan.
- Hartley, J. (1990). The book of Job. In R. L. Hubbard (Ed.), *The new international commentary on the Old Testament*. Grand Rapids, MI: Eerdmans.
- Hewitt, T. (1965). Hebrews. In L. Morris (Ed.), *Tyndale New Testament commentaries*. London: Tyndale.
- Hoeksema, H. (1969). *Behold He cometh: An exposition of the book of Revelation*. Grand Rapids, MI: Reformed Free Publishing.
- House, P. (1998). *Old Testament theology*. Downers Grove, IL: InterVarsity Press.

- House, P. (2000). *Biblical theology*. Downers Grove, IL: InterVarsity Press.
- Howie, G. (1969). *Educational theory and practice in St. Augustine*. London: Routledge and Kegan Paul.
- Hugenberger, G. (1994). Introductory notes on typology. In G. K. Beale (Ed.), *The right doctrine from the wrong text: Essays in the use of the Old Testament in the New*. Grand Rapids, MI: Baker.
- Johnson, A. (1992). Revelation. In F. Gaebelin (Ed.), *The expositor's Bible commentary: Vol. 12*. Grand Rapids, MI: Zondervan.
- Kaiser, W. (1992). Exodus. In F. Gaebelin, (Ed.), *The expositor's Bible commentary: Vol. 2*. Grand Rapids, MI: Zondervan.
- Longman, T. (1998). *Making sense of the Old Testament: Three crucial questions*. Grand Rapids, MI: Baker.
- Longman, T. (2001). Song of Songs. In *The New international commentary on the Old Testament*. Grand Rapids, MI: Eerdmans.
- Mason, M. (1994). *The gospel according to Job*. Wheaton, IL: Crossway.
- Mathews, K. A. (2001). Genesis. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 140–146). Leicester, UK: InterVarsity Press.
- Maxwell, J. (2000). *The 21 most powerful minutes in a leader's day*. Nashville, TN: Nelson.
- McCallum, D. (Ed.). (1996). *The death of truth: Responding to multiculturalism, the rejection of reason and the new postmodern diversity*. Minneapolis, MN: Bethany.
- McGrath, A. (1987). *The enigma of the cross*. London: Hodder and Stoughton.
- McGrath, A. (1996). *A passion for truth*. Leicester, UK: Apollos.
- McGrath, A. (2001). *Christian theology: An introduction*. Oxford, UK: Blackwell.
- Melchert, C. (1998). *Wise teaching: Biblical wisdom and educational ministry*. Harrisburg, PA: Trinity Press.
- Middleton, R., & Walsh, B. (1995). *Truth is stranger than it used to be: Biblical faith in a postmodern age*. Downers Grove, IL: InterVarsity Press.
- Milne, A. (1998). *Know the truth*. Leicester, UK: InterVarsity Press.
- Moo, D. (2001). Romans. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 291–296). Leicester, UK: InterVarsity Press.
- Morris, L. (1969). Revelation. In L. Morris (Ed.), *Tyndale New Testament commentaries*. Leicester, UK: InterVarsity Press.
- Morris, L. (1992). Hebrews. In F. Gaebelin (Ed.), *The expositor's Bible commentary: Vol. 12*. Grand Rapids, MI: Zondervan.
- National Institute for Christian Education. (2001). *ED515: Issues in teaching biblical studies* [course material]. Blacktown, NSW: Author.
- Postman, N. (1996). *The end of education*. New York: Vintage Books.
- Reynaud, D. (1996). *The Bible as literature*. Montreux: Minerva.
- Rosner, B. (2000). Biblical theology. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 3–11). Leicester, UK: InterVarsity Press.
- Sailhamer, J. (1995). *Introduction to Old Testament theology: A canonical approach*. Grand Rapids, MI: Zondervan.
- Sailhamer, J. (1992). Genesis. In F. Gaebelin (Ed.), *The expositor's Bible commentary, Vol. 2*. Grand Rapids, MI: Zondervan.
- Stern, D. (1998). *Complete Jewish Bible*. Clarksville, MD: Jewish New Testament Publications.
- Strom, M. (1992). *Days are coming*. Sydney: Hodder and Stoughton.
- Thiselton, A. (2001). 1 Corinthians. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 297–306). Leicester, UK: InterVarsity Press.

- Thompson, R. (1994). *All the layers of the cake*. Blacktown, NSW: National Institute for Christian Education.
- Van Brummelen, H. (1998). *Walking with God in the classroom*. Seattle, WA: Alta Vista.
- Van Brummelen, H. (2002). *Steppingstones to curriculum*. Seattle, WA: Alta Vista.
- Watts, R. (2001). Exodus. In T. Alexander & B. Rosner (Eds.), *New dictionary of biblical theology* (pp. 146–152). Leicester, UK: InterVarsity Press.
- Webb, B. (2000). *Five festal garments*. Leicester, UK: Apollos.
- Wenham, J. (1987). *Word biblical commentary, Vol. 1*. Dallas, TX: Word.
- Wenham, J. (1987). *Word biblical commentary: Genesis 1–15*. Dallas, TX: Word.
- Wenham, J. (1994). *Word biblical commentary, Vol. 9*. Dallas, TX: Word.
- Wenham, J. (1994). *Word biblical commentary: Genesis 16–50*. Dallas, TX: Word.
- Wolterstorff, N. (1989). *Keeping faith: Talks for new faculty at Calvin College*. Grand Rapids, MI: Calvin College.
- Wright, N. T. (1996). *The New Testament and the people of God*. London: Society for Promoting Christian Knowledge.
- Wright, N. T. (1997a). *Jesus and the victory of God*. Minneapolis, MN: Fortress Press.
- Wright, N. T. (1997b). *What St. Paul really said*. Oxford, UK: Lion.