THL366 - Christian Education

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Subject Summary

THL366 - Christian Education
Session 1 2019
Faculty of Arts and Education
School of Theology
Internal Mode
Credit Points 8

Welcome to a new session of study at Charles Sturt University. Please refer to the University's
[Acknowledgement of Country (http://student.csu.edu.au/study/acknowledgement-of-country)](http://student.csu.edu.au/study/acknowledgement-of-country).

Subject Coordinator

Subject Coordinator Mr Jonathan Sargeant
Email jonathans@ministryeducation.org.au
Mobile 0438 768 676

Consultation procedures

The subject coordinator will be available for student consultation. You will normally be informed of the details of such consultation via your subject site or other method.

Jonathan Sargeant (Dip Teach (Primary), Dip YEA, BTh, MMin) is Director of Faith Formation for the Anglican Diocese of Brisbane and is based at St Francis Theological College. In this role he curates the formedfaith website (www.formedfaith.org) and resources parishes towards growth in faith. He coordinates the 360 Project and writes and teaches the Project seminars.

Previously, his role as Religious Education Officer saw him author a number of books and programs, including the twice sold-out Religious Education Teachers Orientation Program and The Guide for Religious Education Teachers, now in its third printing as well as training thousands of Religious Education teachers in government, Anglican and Catholic Schools.

With a Masters centering on theological reflection tools for cinema and assessing Christian Education programs, Jonathan writes arts reviews for FOCUS magazine, and watches many films a year.

He is currently engaged in doctoral research at the University of Queensland in the area of cinematic depictions of atypical gods.

Subject Overview

Abstract

This subject explores a range of approaches to Christian education and the philosophical, psychological, theological, ethical and biblical ideas upon which they depend.

Learning outcomes

Upon successful completion of this subject, students should:

- be able to demonstrate an in-depth understanding of the significance of Christian education for the life and ministry of the Christian community
- be able to demonstrate a broad understanding of a variety of approaches to Christian education
- be able to demonstrate an in-depth understanding of the significance of faith development theory for Christian education
- be able to articulate an informed theological position in relation to more than one model of Christian education
- be able to demonstrate an in-depth understanding of ways of integrating and contextualising models of Christian education
- be able to discuss critically the role of the Christian educator as mentor, teacher, advocate and disciple
- be able to demonstrate self-guided learning, including research, writing and communication skills

Subject content

This subject will cover topics as specified in the Schedule above.

Key subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts. The first time you fail a key subject you will be at risk of exclusion; if you fail a second time you will be excluded from the course.

The Academic Progress Policy (https://policy.csu.edu.au/view.current.php?id=00250) sets out the requirements and procedures for satisfactory academic progress, for the exclusion of students who fail to progress satisfactorily and for the termination of enrolment for students who fail to complete in the maximum allowed time.

Assumed knowledge

All core subjects

Subject Schedule & Delivery

Prescribed text

The textbooks required for each of your enrolled subjects can also be found via the Student Portal Textbooks (http://student.csu.edu.au/study/study-essentials/textbooks) page.
There is no set text for this subject though Tye's Basics of Christian Education will be a handy companion throughout the course.

Class/tutorial times and location

Your class times can be found at Timetable @ CSU (http://timetable.csu.edu.au/). Find out how to use Timetable @ CSU via the Student Portal Class Timetable (http://student.csu.edu.au/study/study-essentials/timetable) page.

Schedule

Date	Topic	Other information
Monday 28 January	AM - What is Christian Education? PM - Models and Theology of Christian Education	
Tuesday 29 January	AM - Education about Education PM - Thinking about Faith in Education	
Wednesday 30 January	AM - Roles in Christian Education PM - Responsibilities in Christian Education	
Thursday 31 January	AM - Designing Christian Education PM - Evaluating Christian Education Programs	

Friday 1 February	AM - Practical Skills in Christian Education PM - Contexts in Christian Education	

Learning materials

Details of learning materials that support your success in this subject can be found in the Interact2 Subject Site.

Learning, teaching and support strategies

Within the School of Theology, both the various assessment items and feedback on assessment are important dimensions of learning and teaching. As a result, the following information is essential to School of Theology assessment processes and should be read with care:

GRADES:
The Academic Senate has approved the following definitions and guidelines for the awarding of grades within subjects taught at Charles Sturt University.
HD High Distinction (85-100%)
an outstanding level of achievement in relation to the assessment process
DI Distinction (75-84%)
a high level of achievement in relation to the assessment process
CR Credit (65-74%)
a better than satisfactory level of achievement in relation to the assessment process
PS Pass (50-64%)
a satisfactory level of achievement in relation to the assessment process
FL Fail (0-49%)
an unsatisfactory level of achievement in relation to the assessment process
Please see the University Handbook for regulations governing the determination of grades AW (Approved Withdrawal), FW (Fail Withdrawn), and others.

GRADE DESCRIPTORS - Read in Conjunction with each Assessment's Marking Criteria:
The following grade descriptors developed and adapted from Morgan, Chris, et al. The Student Assessment Handbook: New Directions in Traditional and Online Assessment. London: RoutledgeFalmer, 2004, p.264 should be read in conjunction with each Assessment Marking Criteria and used to guide your assignment preparation:

High Distinction (HD)
• originality in synthesis at a high level of consistency through argument
• mastery of material, represented accurately in all its complexity, and appraised critically
• extensive range of sources showing evidence of wide, systematic and creative information retrieval

• thought provoking; the assessor is offered fresh insights into his/her own thinking and dependent on the question would consider the paper as worthy of publication
• effective and interesting use of English prose

Distinction (DI)
• understands and compares theories, concepts, ideas systematically
• evidence of use of a wide range of resources
• makes incisive critical comment on the literature
• stylish composition
• sustained arguments, linking empirical detail with theoretical perspectives

Credit (CR)
• recognizes and describes concepts, theories used to explain descriptive material
• some useful insights
• use of a reasonable array of sources
• coherent argument that is focused but could be improved
• clearly written

Pass (PS)
• descriptive rather than theoretical and analytical
• some grasp of concepts, theories and major issues
• dependent on a limited range of resources
• readable
• coherent style and composition

Fail (FL)
• Does not meet the minimum requirements for a pass. For example, one or more of the following:
• little or no understanding of issues or concept
• misunderstanding of the topic
• irrelevant material included
• major error of focus
• reliance on few resources
• incomplete
• superficial
• unreadable

Assessment Requirements
Assessment at CSU is criterion-referenced and standards-based where students' work is assessed against stated criteria that reflect the expected learning outcomes of the course and subject. Subjects that use a satisfactory/unsatisfactory grading scale will have this clearly identified within the Subject Outline.
For further information please consult the University's Assessment Policy: Coursework Subjects.

Referencing

Referencing is an important component of academic writing. In the School of Theology students may use either Chicago or APA when referencing. Chicago is preferred for the "theology" disciplines, while APA is preferred for the Pastoral Counselling and Ageing and Pastoral Studies disciplines. Please consult your lecturer if you need advice on appropriate referencing for this subject.

Acknowledging the work, writing or thought of others

It is important to acknowledge that you have used the work, the writings, or the thought of others in your assignments. It is unfair to honest students that other students cheat or plagiarise. Charles Sturt University takes a serious view of academic misconduct in any form of assessment, and will take appropriate steps to detect this including using electronic plagiarism detectors. You can use Turnitin to check for plagiarism in your assessments before submission.

Academic misconduct consists of a person using the words or ideas of another as if they were his or her own, i.e. the student has not acknowledged the 'use of another person's work' through appropriate referencing. The phrase 'using another person's work' includes, but is not limited to:

• paraphrasing the work of another person;
• directly copying any part of another person's work;
• summarising the work of another person;
• using or developing an idea or theme derived from another person's work;
• using experimental results obtained from another person's work; and
• in collaborative projects, falsely representing the individual contributions of the collaborating students where individual contributions are to be identified.

Other forms of cheating will also be treated with the utmost seriousness. The University reserves the right to scan electronically student assignments for the purposes of verifying originality.

Penalties for plagiarism are listed in the Academic Regulations under the Student Academic Misconduct Rule. The penalties include: a caution or reprimand; awarding of zero marks in the assignment, essay, project, test, examination or other work in respect of which academic misconduct has occurred; a fail in the subject; a fine; suspended enrolment; or exclusion from the University.

Recommended student time commitment

This subject code is an 8 point subject. The CSU Subject Policy states that a standard 8 point subject should require you to spend up to 160 hours engaged in the learning and teaching activities. These activities include the time spent in preparation for assessment, including study for examinations, tests, and assignment preparation.

The following is a recommended breakdown of the hours allocated for successful completion of this:

Reading: 3-4 hours per week in the following semester

Listening to lectures: 3-4 hours per week in the following semester

Assignments: 3-4 hours per week

Assessment Items

Essential requirements to pass this subject

In order to obtain a pass grade, it is necessary to submit every assessment item in this subject. It is not necessary to gain a passing mark on each item, but an overall mark of at least 50% is required for a passing grade.

Written work must meet the following standards in order to gain a pass in the assessment item:
• the specifications of the assignment were achieved;
• demonstration of a basic knowledge and application of the topic area;
• includes an explanation, interpretation and analysis, synthesis and problem solving of the issue;
• evidence of reasoned decision making involving consideration of alternate options;
• demonstration of original and independent thinking;
• presentation and examination of conclusions and recommendations, supported by literature and logical argument;
• clear and concise writing and communication of ideas;
• logical flow of ideas with appropriate use of headings and subheadings;
• inclusion of a variety of written sources which are relevant to the topic; and
• correct and consistent citation of references adhering to APA or Chicago style.

Items

Item No.	Title	Value	Due Date*	Return Date**
1	2 x Book Reviews	40%	12-Apr-2019	09-May-2019
2	Essay	60%	31-May-2019	25-Jun-2019

* Due date is the last date for assessment items to be received at the University
** Applies only to assessment items submitted by the due date

Assessment item 1

2 x Book Reviews

Value: 40%
Due Date: 12-Apr-2019
Return Date: 09-May-2019

Length: 2000 words
Submission method options: EASTS (online)

Task

Students review 2 books from the list of recommended reading. The review should do more than summarise the author's argument. The book should be contextualized within discussions about the nature and purpose of Christian Education; the book's contribution should be assessed, as well as its relevance to practice. Adequate referencing is required in order to place the text in the context of contemporary Christian Education.

Rationale

This assessment task will assess the following learning outcome/s:
- be able to demonstrate an in-depth understanding of the significance of Christian education for the life and ministry of the Christian community
- be able to demonstrate a broad understanding of a variety of approaches to Christian education
- be able to demonstrate an in-depth understanding of the significance of faith development theory for Christian education
- be able to articulate an informed theological position in relation to more than one model of Christian education
- be able to demonstrate self-guided learning, including research, writing and communication skills

This book review is designed to assess the students:

- understanding and critical evaluation of two of the books from the list of recommended literature, placing it in the context of the wider field of literature surrounding Christian Education and assessing its contribution; and
- written and research skills.

Marking criteria and standards

This book review will be marked according to how well it:

- articulates the central arguments of the text
- locates the central arguments of the text within the context and traditions of Christian Education
- brings critical insights from other readings and experience to interrogate and evaluate the text
- adequately references its material;
- supplies a full bibliography according to Chicago or APA style guides

Assessment item 2

Essay

Value: 60%
Due Date: 31-May-2019
Return Date: 25-Jun-2019
Length: Up to 3000 words
Submission method options: EASTS (online)

Task

The essay topic may be chosen from a list of suggested titles available at the start of the semester, or a negotiated topic can be arranged with the Subject Coordinator.

Rationale

This assessment task will assess the following learning outcome/s:

- be able to demonstrate an in-depth understanding of the significance of Christian education for the life and ministry of the Christian community
- be able to demonstrate a broad understanding of a variety of approaches to Christian education
- be able to demonstrate an in-depth understanding of the significance of faith development theory for Christian education
- be able to articulate an informed theological position in relation to more than one model of Christian education
- be able to demonstrate an in-depth understanding of ways of integrating and contextualising models of Christian education
- be able to discuss critically the role of the Christian educator as mentor, teacher, advocate and disciple
- be able to demonstrate self-guided learning, including research, writing and communication skills

This long essay is designed to assess the students:

- understanding of Christian education as a field of theological and educational activity with attention focused on a particular aspect of Christian education;
- critical abilities in applying, discussing and comparing some of the approaches to Christian education; and
- written and research skills.

1. 'Tradition is not primarily a body of knowledge of belief which is to be preserved and transmitted from one generation to the next. Rather, it is a living process by which a church understands itself and the events which shape its identity and lifestyle.' In light of this quote, discuss the role of tradition in the church's educational activities.
2. Groome outlines five components or movements in his approach to doing Christian religious education using shared praxis. Describe how you would use his approach in leading a parish study group. Explain how each movement is applied and what outcomes you might expect to see.
3. 'Our primary question as Christian religious educators concerns the pastoral implications of Jesus' teaching for Christian faith today.' In light of this quote, discuss the implications for the church's pastoral ministry of a number of different approaches

to Christian education.
4. 'Sometimes the Bible is presented as giving us the answers to our questions. We need to realise that it more often gives us questions to our answers.' In light of this quote, discuss the use and misuse of scripture in Christian education.
5. "The family is the locus of effective Christian education, rather than the church." Discuss, delineating arguments and counter arguments towards a plan for the future of Christian education.
6. "The emerging church brings an entirely new set of challenges to the field of Christian education in the 21st century, both in terms of process and context". In the light of this statement, discuss these challenges and the ensuing implications for the church now.

Marking criteria and standards

This essay will be marked according to how well it:

- addresses the chosen topic;
- demonstrates thorough reading of relevant material;
- critically engages with its sources;
- argues its case clearly and logically;
- presents its text without grammatical or other errors;
- adequately references its material;
- supplies a full bibliography according to Chicago or APA style guides

Assessment Information

Academic integrity

Academic integrity means acting with honesty, fairness and responsibility, and involves observing and maintaining ethical standards in all aspects of academic work. This subject assumes that you understand what constitutes plagiarism, cheating and collusion. If you are a new student we expect you to complete the modules called Academic Integrity at CSU. (https://interact2.csu.edu.au/webapps/blackboard/execute/courseMain?course_id=_16412_1&task=true&src=)

CSU treats plagiarism seriously. We may use Turnitin to check your submitted work for plagiarism. You can use Turnitin to check for plagiarism (http://student.csu.edu.au/library/integrity/referencing-at-csu/checking) in your assessments before submission.

Referencing

Referencing is an important component of academic work. All assessment tasks should be appropriately referenced. The specific details of the referencing requirements are included in each assessment task description. Get referencing style guides and help (http://student.csu.edu.au/library/integrity/referencing-at-csu) to use for your assessments.

How to submit your assessment items

Online submission process

Assessment tasks can be submitted via email to the subject coordinator using the address jonathans@ministryeducation.org.au (mailto:jonathans@ministryeducation.org.au)

Postal submission process

> In normal circumstances postal submission is not accepted. Under extenuating circumstances contact your Subject coordinator for options available to you.

Hand delivered submission process

Distance Education Students can lodge their assignments at any campus via the special assignment post box located outside the Division of Learning and Teaching Services on each campus. These boxes are cleared at 5 pm each week day.

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through student.csu (http://student.csu.edu.au/).

Extensions

Assessments should be received by the University no later than the due date. You are requested to do all in your power to meet assessment deadlines.

If you experience misadventure or extenuating circumstances of a minor nature and need a short extension you should contact your Subject Coordinator.

If you experience misadventure or extenuating circumstances and require a longer extension you need to apply for Special Consideration (http://student.csu.edu.au/study/academic-advice).

Late assessments, without having an extension granted, may be returned with no marks awarded.

How to apply for special consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines. Find the form on the Student Portal Special Consideration, Misadventure, Advice and Appeals (http://student.csu.edu.au/study/academic-advice) page.

Penalties for late submission

1. All assignments have a due date. The due date refers to the date by which the assignment must arrive at the University.

2. The due date will be extended only when the following conditions are met:

a) an application is submitted in writing and arrived at the University prior to the due date (i.e., email, fax or letter);
b) relevant supporting documentation is provided, e.g., medical certificate;
c) the reason is legitimate (see Special Consideration Policy located at: https://policy.csu.edu.au/view.current.php?id=00298)

3. The Subject Lecturer may grant an extension of one week and no more than two weeks after the original due date.

4. All assignments submitted after the due date without an extension are deemed late assignments and will be marked as follows: for each week or part thereof an assignment is submitted past the due date, it will be penalised 10% per week, to a maximum of 20% - Note: in these cases a student may not receive a final grade of less than 50% for the assessment, unless the student has received a Fail grade prior to the reduction application of the late penalty.

Resubmission

Permission to resubmit work is at the discretion of the subject coordinator. If a student is given the opportunity to resubmit an assignment, the maximum grade that can be awarded for that assignment is a PS (Pass).

Feedback processes

Timely feedback for each assessment item will be provided either through written feedback on the coversheet of the assignment or through electronic means if the student has submitted the assignment through the EASTS system.

Assessment return

You should normally expect your marked assignment to be despatched/returned to you within three weeks of the due date, if your assignment was submitted on time. If an assignment is submitted on time but not returned by the return date, you should make enquiries in the first instance to the subject coordinator. If the subject coordinator is not available, contact Student Central on 1800 275 278.

Student Feedback & Learning Analytics

Evaluation of subjects

CSU values constructive feedback and relies on high response rates to Subject Experience Surveys (SES) to enhance teaching. Responses are fed back anonymously to Subject Coordinators and Heads of Schools to form the basis for subject enhancement and recognition of excellence in teaching. Schools report on their evaluation data; highlighting good practice and documenting how problems have been addressed. You can view a summary of survey results via the Student Portal SES Results (https://student.csu.edu.au/study/subject-experience-survey-results) page.

We strongly encourage you to complete your online Subject Experience Surveys. You will be provided with links to your surveys via email when they open three [3] weeks before the end of session.

Changes and actions based on student feedback

Feedback on this course in previous iterations was overwhelmingly positive. Accordingly, no changes have been made for 2019. Having said this, if your learning experience could be enhanced in any way, do not hesistate to contact the Subject Coordinator to discuss adjustments.

Learning analytics

Learning Analytics refers to the collection and analysis of student data for the purpose of improving learning and teaching. It enables the University to personalise the support we provide our students. All Learning Analytics activities will take place in accordance with the CSU Learning Analytics Code of Practice. For more information, please visit CSU's Learning Analytics (http://www.csu.edu.au/division/student-learning/home/analytics-and-evaluations/learning-analytics) website.

Data about your activity in the Interact2 site and other learning technologies for this subject will be recorded and can be reviewed by teaching staff to inform their communication, support and teaching practices.

Based on past analytics, changes made to the subject included <ABC> and <XYZ>.

Services & Support

Your Student Portal (http://student.csu.edu.au/) tells you can how you can seek services and support. These include study, admin, residential, library, careers, financial, and personal support.

Develop your study skills

Develop your study skills (https://student.csu.edu.au/study/skills) with our free study services. We have services online, on campus and near you. These services can help you develop your English language, literacy, and numeracy.

Library Services

CSU Library (https://student.csu.edu.au/library) provides access to the eBooks, journal articles, books, and multimedia resources needed for your studies and assessments. Get the most out of these resources by contacting Library staff either online or in person, or make use of the many Library Resource Guides, videos and online workshops available.

CSU Policies & Regulations

This subject outline should be read in conjunction with all academic policies and regulations,

e.g. Student Academic Misconduct Policy, Assessment Policy - Coursework Subjects, Assessment Principles Policy, Special Consideration Policy, Academic Progress Policy, Academic Communication with Students Policy, Student Charter, etc.

Please refer to the collated list of policies and regulations relevant to studying your subject(s) (http://student.csu.edu.au/administration/policies-regulations-subjects) which includes links to the CSU Policy Library (http://www.csu.edu.au/about/policy) - the sole authoritative source of official academic and administrative policies, procedures, guidelines, rules and regulations of the University.

Subject Outline as a reference document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. CSU's Subject Outlines Policy (https://policy.csu.edu.au/view.current.php?id=00267) requires that you retain a copy of the Subject Outline for future use such as for accreditation purposes.