

Religious Education Theory & Practice

Course Description:

Courses in Religious Education and Practice should be designed to provide Presbyterian Christian Educators with an understanding of the theory and theology that informs their basis of choice for education methods and materials. Courses should explore multiple theories for religious education and engage in reading of current literature in religious education theory and practice. They should encourage critical engagement of practical experiences or situations to inspect the underlying theory and practice of education. A successful class participant will be able to relate their own educational activities with a religious education theorist.

Suggested Course Objectives:

By the end of the course participants will be able to:

1. Investigate various definitions and approaches to religious education.
2. Become familiar with the components of religious education theory.
3. Recognize the philosophical foundations of particular approaches in religious education theory.
4. Engage in reading and reflection on current literature in religious education theory and practice.
5. Identify and critically assess a personal theory of religious education
6. Identify the intersections of personal theory of religious education and a specific educational event with the work of particular education theorists.
7. Explore the theory of multiple intelligences and consider how it might enhance a program they lead.
8. Construct and use a complete lesson plans.

Potential Resources:

This is an abridged bibliography of required readings from several syllabi that were previously approved by the Educational Certification Committee.

Armstrong, Thomas. *Multiple Intelligences in the Classroom* (2009)

Armstrong-Hansche, Melissa, and Neil MacQueen. *Workshop Rotation: A New Model for Sunday School* (2000)

Astley, Jeff and Leslie J. Francis, eds. *Critical Perspectives on Christian Education* (1994).

Dykstra, Craig. *Growing in the Life of Faith* (2005)

Everist, Norma Cook. *The Church as Learning Community* (2002)

Foster, Charles. *Educating Congregations* (1997)

Gardner, Howard. *Five Minds for the Future* (2006)

Griggs, Donald L. *Teaching Today's Teachers to Teach* (2003)
Knight, George. *Philosophy & Education: An Introduction in Christian Perspective* (2004)
Nader, Ralph. *The Seventeen Traditions* (2007)
Osmer, Richard R. *Teaching for Faith* (1992)
Pazmino, Robert. *God Our Teacher* (2001)
Roehlkepartain, Eugene. *The Teaching Church* (1993)
Seymour, Jack. *Mapping Christian Education* (2007)
Tye, Karen B. *Basics of Christian Education* (2000)
Wiggins, Grant, and Jay McTighe. *Understanding by Design* (1998)
Wimberly, Anne Streaty. *Nurturing Faith and Hope: Black Worship as a Model for Christian Education* (2004)
Yust, Karen M. and E. Byron Anderson. *Taught by God* (2006)

Certification Exam Readiness:

By the end of the certification process, in order to successfully complete the examination, the educator will be able to identify at least one religious education theorist and critically engage that theorist's perspectives with their own educational event, identifying how the theory informs the design, implementation, and evaluation of that event. They will also be able to build and present a lesson plan for an educational event that could be easily picked up and used by a third party.

*Approved by the PC(USA) Educator Certification Committee, April 29, 2016
The Educator Certification Committee of the PCUSA provides approval for each course and course instructor on an individual basis. This document is meant to provide only an overview of this particular topic and does not provide a blanket approval for all courses.*