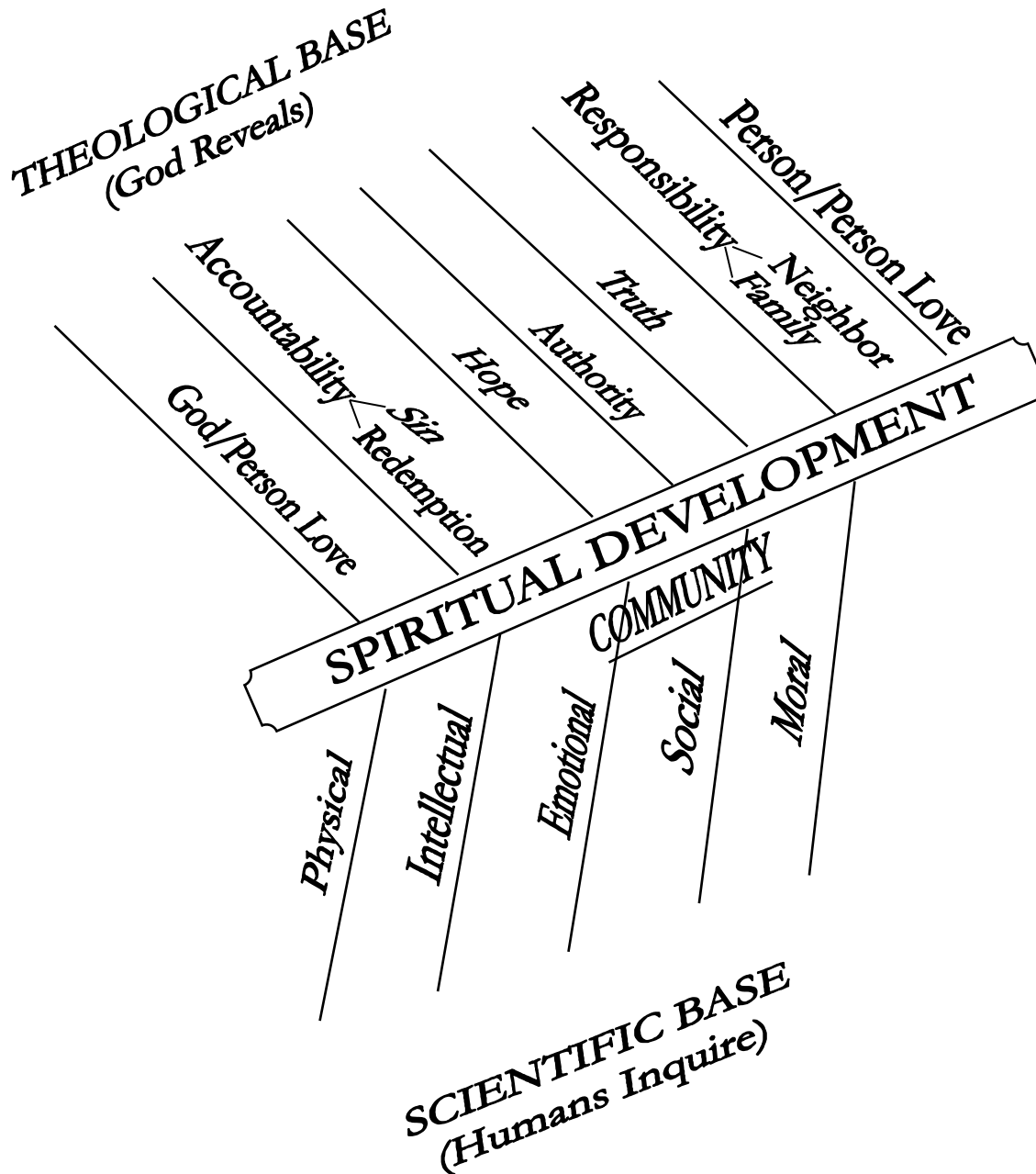




Rudiments of a Knowledge Base for Christian Education: *Handouts*¹

Ted Ward



¹ Handouts for National Association of Professors/Directors in Christian Education (NAPCE/NADCE), 1986

DCE's

- A. Things we need to know in order to do our job better.

PCE's

- B. Research which could have implications for practice in Christian education.
(Cite recent research or suggest needed studies.)

The knowledge base needed in Christian education:

- C. What (categories of) questions should it deal with?
- D. What problems in the field do we need to understand better?

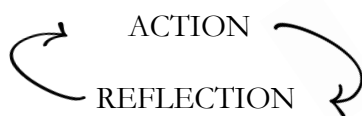
THE MODES OF CHRISTIAN EDUCATION FOR TOMORROW

Regardless of form, the characteristics must pertain:

— PARTICIPATORY IN DECISIONS and ACTIONS

- SUPPORT
- RESPECT
- INTERACTIVE
- OPEN
- BELONGING
- JUST

— PRAXIS-ORIENTED

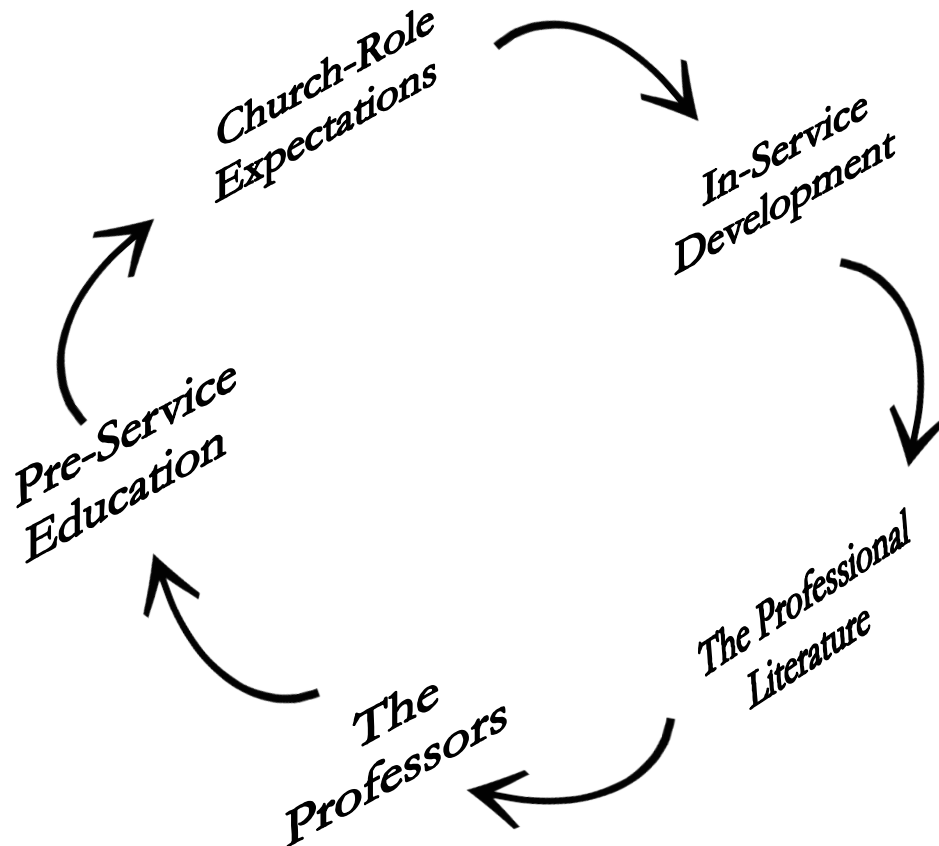


— POWER-BASED

(2 Timothy 3:5)

(2 Timothy 3:14-17)

The Cycle of Habits, Vested Interests,
Preconceptions, and Dependencies—
WHERE TO BREAK IN FOR CHANGE?



MAKING CHRISTIAN EDUCATION A STRONG FIELD OF STUDY

GUIDELINES I: The attributes of a profession

- A. A discernible knowledge base
- B. An identifiable social purpose
- C. A body of distinctive knowledge and skills
- D. A commitment to effectiveness and a means of regulation

GUIDELINES II: A holistic view of human development

- A. The centrality of spirit
- B. The biblical relationship among *knowing*, *doing*, and *being*
- C. The development of understanding in the contexts of praxis

GUIDELINES III: Pursuing a reforming theology; affirming a creational foundation in theology:

- A. Re: PERSONHOOD
 - Deeper respect for natural creation
 - Deeper consciousness of incarnation
 - Deeper respect for Adam-Sin-Christ-Redemption as foundation
- B. Re: SOCIETY
- C. THE DEVELOPMENT OF UNDERSTANDING IN THE CONTEXTS OF PRAXIS
 - Recognition that the church is a society
 - Recognition that the church is in ministry to society

THE BOTTOM LINE

A knowledge-based profession dedicated to the service of the church through specialized understanding and skills in the central matter of spiritual development.

SEVEN LESSONS

1. PREOCCUPATION WITH TECHNOLOGY

Antidote or Cure: Re-centering education on humane values

2. NARROW CONCEPT OF EDUCATION

Three-facet model of education in society:
 Informal Education (“Socialization”)
 Formal Education (“Schooling”)
 Nonformal Education “Development
 Education”)

3. LIMITATIONS OF CAMPUS-BASED (“FOUR-WALL”) EDUCATIONAL SETTINGS

Antidote or Cure: Re-discovery of field-based learning

4. OVER-CONFIDENCE IN SCIENTIFIC VALUES

Restoration of the dignity and art of teaching

5. FAILURE TO EMPHASIZE BOTH ANALYTIC AND SYNTHETIC PROCESSES

Cultivating reasoning and creativity hand-in-hand

6. PSYCHOLOGICAL IMAGERY AND PRESUPPOSITIONS

Antidote or Cure: Holism in concepts and instructional strategies

7. ATROPHY OF PHILOSOPHY OF EDUCATION

Accountability for theological and philosophical rudiments and implications in every educational decision

ISSUES, TASKS, AND NEEDS CONFRONTING CHRISTIAN EDUCATION

TO SERVE THE CHURCH, NOT TO ENTRENCH INSTITUTIONS

1. DEFINING the TERM—DEFINING the FIELD
2. RELATING CHRISTIAN EDUCATION to THEOLOGY
 RELATING CHRISTIAN EDUCATION to SOCIAL SCIENCE
3. IDENTIFYING PRACTITIONER ROLES and TASKS
 IDENTIFYING SKILLS NEEDED for EFFECTIVENESS
4. RE-DISCOVERING WAYS to CONTRIBUTE to
 PASTORAL EDUCATION

 RE-DISCOVERING the CENTRALITY of SPIRITUAL
 FORMATION
5. BALANCING COMPETENT MANAGEMENT of PRO-
 GRAMS with COMPETENT DISCIPLESHIP SHARING

 BALANCING SCHOLARSHIP VALUES and SERVICE
 VALUES
6. FOCUSING SPIRITUAL DEVELOPMENT on its
 SOCIAL CONTEXT

 FOCUSING LEARNING as INTERACTIVE SOCIAL
 PROCESS
7. ESTABLISHING a TRADITION for RESEARCH

 ESTABLISHING a SUBSTANTIAL PROFESSION