

# Unit Outline

Foundations of Christian Education  
ED500



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# Foundations of Christian Education

ED500

## 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.

## Pre-requisites

N/A

## Suggested Co-requisite

EDE501

## 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.

## Learning Outcomes

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

1. Articulate the relationship between the Bible and theology, and an appreciation of the variety of different approaches to theology.
2. Identify the major concerns of hermeneutics and methods of interpreting the Bible.
3. Examine the basic concerns of epistemology to the Bible as God's written word.
4. Articulate the theology, literature and history of the Old and New Testament Scriptures.
5. Evaluate the relationship of the Old and New Testaments to Christian life, worldview and the practice of Christian education.

## Subject Content

1. Authority, theology and education
2. Theology, revelation and education
3. The 'Law and education
4. The 'Prophets' and education
5. The 'Writings' and education
6. The 'Gospel accounts' and education
7. Paul's letters and education
8. The 'Fulfilment' and education

## Delivery Approaches

	Student Workload
Directed reading	60 hours
Responses to reading	50 hours
Assignment interaction	50 hours
Online forum interaction	20 hours
	Total: 180 hours

## Assessment

The assignments are integral to the completion of this unit. They are not merely assessment of work done elsewhere in the unit but are themselves a major part of the learning experience. The final grade for the unit will be determined by the student's performance in the three assessment tasks.

Please note that the due dates outlined below will not apply to Semester 3, as it is a short semester. Please contact your lecturer to negotiate assessment due dates during Semester 3.

### ***General Assessment Criteria***

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

1. Presentation
2. Communication
3. Critical thinking
4. Adequate coverage
5. Contextual relevance

Please refer to the Assessment Sheets at the back of this Unit Outline for details on what is expected to meet each of the above criteria.

## Assessment Tasks

### Assessment One

<b>Format:</b>	Essay
<b>Length:</b>	1500 words
<b>Weighting:</b>	25%
<b>Learning Outcomes:</b>	1, 2 and 3
<b>Due:</b>	By the end of Week 6 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

Either discuss the centrality of the Gospel in the biblical narrative or discuss the unified nature of the Bible.

### Assessment Criteria for Assessment One

In addition to the general criteria that apply to all units, the following criteria will apply in the assessment of this assignment:

1. Evidence of understanding the progressive nature of revelation in the whole canon.
2. Capacity to relate both testaments to each other.
3. Reference to biblical passages that support a Christocentric interpretation of scripture.

### Assessment Two

This assignment has two sections:

- (a) With reference to the literature and to the biblical text analyse the significance of the book of Proverbs for the practice of education from a biblical basis (1000 words);
- (b) With reference to the literature and to the biblical text analyse the significance of the letter to the Galatians for the undertaking of education from a biblical basis. (1000 words)

<b>Format:</b>	Analysis
<b>Length:</b>	Part A: 1000 words Part B: 1000 words
<b>Weighting:</b>	Part A: 15% Part B: 15%
<b>Learning Outcomes:</b>	2, 3, 4 and 5
<b>Due:</b>	By the end of Week 10 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

## Assessment Criteria for Assessment Two

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. A demonstration of a thorough knowledge of the Bible as a unified text and the basic principles of interpretation.
2. Recognition of beliefs, values, and assumptions that are inconsistent with a biblical worldview.
3. An effective application of biblical perspectives to current educational/schooling issues.

## Assessment Three

Jesus said in Matthew 5:17 *Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them.*

How does the New Testament particularly in Hebrews and Revelation interpret this concept of fulfilment? Discuss two implications of this for Christian education today. (2500).

<b>Format:</b>	Essay
<b>Length:</b>	2500 words
<b>Weighting:</b>	45%
<b>Learning Outcomes:</b>	2, 4 and 5
<b>Due:</b>	By the end of Week 15 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

## Assessment Criteria for Assessment Three

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. A demonstration of a significant understanding of the books of Hebrews and Revelation; their content, themes, and position in the canon of Scripture.
2. Evidence of an understanding of the significance of these books within the gospel grand narrative and in particular how they address 'fulfilment'.
3. An appropriate application of the books' themes and intentions within an educational context.

## Set Texts

Alexander, T. D. (2008). *From Eden to the New Jerusalem: An introduction to Biblical Theology*. Grand Rapids, MI: Inter-Varsity Press.

Goldsworthy, G. (2012). *Christ-Centred Biblical Theology*. Downers Grove, IL: IVP Academic.

## Required Reading

Erickson, M. (2003). The preservation of revelation: Inspiration. *Christian Theology* (2nd ed.) (pp. 224-245). Grand Rapids, MI: Baker.

Milne, B. (2009). *Know the truth: A handbook of Christian belief* (pp. 25–33). Leicester, UK: InterVarsity Press.

Roberts, V. (2002). *God's big picture: Tracing the storyline of the Bible* (pp. 13–26). Nottingham, UK: InterVarsity Press.

Webb, B. (2000). *Esther: Five Festal Garments* (pp. 111–133). Leicester, UK: Apollos.inquiry

## Recommended Reading

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

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

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.

Dickson, J., & Clarke, G. (2007). *666 and all that: The truth about the future*. Sydney South, NSW: Aquila Press.

Dumbrell, W. (2002). *Covenant and creation: A theology of Old Testament Covenants*. Exeter, UK: Paternoster.

Goheen, M. (2004). *The drama of scripture: Finding our place in the biblical story*. Grand Rapids, MI: Baker Academic.

Goldsworthy, G. (1987). *Gospel and wisdom: Israel's wisdom literature in the Christian life*. Exeter, UK: Paternoster Press.

Goldsworthy, G. (2000). *Preaching the whole Bible as Christian Scripture*. Grand Rapids, MI: Eerdmans.

Goldsworthy, G. (2012). *Lame duck or eagles' wings*. In *Christ-centred Biblical Theology: Hermeneutical foundations and principles* (pp. 9–37). Nottingham, UK: Apollos.

Gorman, M. J. (2001). *Cruciformity: Paul's narrative spirituality of the cross*. Grand Rapids, MI: Eerdmans.

Graham, D. (2009). *Teaching redemptively: Bringing grace and truth into your classroom* (2nd ed.). Colorado Springs, CO: Purposeful Design Publications.

McGrath, A.E. (2001). *Christian theology: An introduction*. Oxford, UK: Blackwell.

Reynaud, D. (1996). *The Bible as literature*. Montreux: Minerva.

Roberts, V. (2002). *God's Big Picture: Tracing the storyline of the Bible*. Nottingham, UK: Intervarsity Press.

Van Brummelen, H. (2002). *Steppingstones to curriculum*. Seattle, WA: Alta Vista.

Webb, B. (2000). *Five festal garments*. Leicester, UK: Apollos.

Wright, N. T. (2011). *Scripture and the authority of God: How to read the Bible today*. London: SPCK.