

ANCCI University

Religious Education Department

Course Syllabus In

Course Number : RED 505
Course Title : Philosophy of Christian Education
Course Description : A survey of the various philosophies of education which have affected the church educational ministry in the past and relate to the Christian School today. Students will work toward the foundation of their philosophy of Christian education which is biblical based, student centered and culturally relevant.

Prerequisite :
Unit Credit : 3 units
Credit Hours : 3 hours per week
Objectives : At the end of the course the students are expected to:

1. express in writing about their philosophy of Christian Education
2. describe the three basic schools of educational psychology
 - Behaviorism
 - Cognitive discovery
 - Humanism and how they effect one's philosophy of education
2. describe the perennialism, progressive, reconstructionism and essentialism and their relevance to Christian Education

Course Content

Course Objectives or Learning Outcomes	Content	Teaching Strategies	Evaluation
1. Acquaint themselves with the course objectives & requirements 2. Trace the history of Christian education 3. Develop critical thinking 4. Build up appreciation of Christian education	1. The debt of Christian Education to old testament Theology & Pedagogy 2. Greek Philosophy and Its impact on Christian thought 3. Rome Versus Jesus :New Testament Principles of Education 4. Christian Education in the Early Church	Reading Writing (Book Report)	Essay Periodic Exam
1. Read the medieval education 2. Develop an appreciation and gain insights from the	1. Augustine to Aquinas : Medieval Education 2. Reformation Dawn & the light of Christian Education	Reading Writing (Book Report)	Essay Periodic Exam

reformation to Christian education 3. Explain the values taken from Christian Education 4. Identify Pietism and Moravians	3. Comenius & the Contemporaries 4. Pietism & the Moravians		
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References:

Keneth O. Gangel & Warren S. Berson ; Christian Education : Its History & Philosophy

Moody Press, Chicago 1983