


*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

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|---|---|
| <b>Course</b>   | <b>PRINCIPLES FOR TEACHING AND LEARNING</b><br>教與學的基本原理<br>CHED CM12 XP   |
| <b>Date and Time</b>  | JANUARY 14 – APRIL 8, 2025<br>TUESDAYS 2:15 PM – 5:05 PM  |
| <b>Instructor</b><br> <b>加拿大華人神學院</b><br>Canadian Chinese School of Theology | <b>CHI-HUNG SIU, PhD (蕭智雄)</b><br>Telephone/voice mail: 647-261-0156<br>Email: <a href="mailto:csiu@tyndale.ca">csiu@tyndale.ca</a> ; <a href="mailto:chi_hung_siu@yahoo.ca">chi_hung_siu@yahoo.ca</a>  |
| <b>Class Information</b>  | The classes will be in-person only. <b>Room XXX</b><br>Office Hours: By appointment.  |
| <b>Course Material</b>  | Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only.<br><a href="#">Learn how to access and forward emails to your personal account.</a> |

## I. COURSE DESCRIPTION 課程簡介：

The purpose of this course is to introduce the principles of teaching and learning and the application of those principles within the Christian context. In addition to basic educational concepts, the course will examine various teaching and learning theories. It will evaluate different teaching methods, with an emphasis on the application of “analytical-reflective-dialogical” learning in curriculum design in various education ministries of the local church, such as Sunday school, youth ministries, small groups, family altar and discipleship programs.

本課程介紹教學與學習理念和實踐的基礎，適用於基督教教育的範疇。內容則重教學法、教案設計，教學實踐，並提供有效的聖經教導。本課程將探討教育原理、教學法、教案設計，進而探討『分析-反思-對話』式的學習與教導模式，以應用於教會的不同基教事工，諸如主日學、青少年活動、下小組、家庭祭壇和門徒訓練。

## II. LEARNING OUTCOMES

At the end of the course, students will be able to 課程完成後，學員可以獲得的成果：

1. Learning Outcomes in the Cognitive Domain 認知目的：
  - 1.1 掌握在教會或機構中進行教導與學習的聖經基礎。 Identify biblical principles of teaching and learning for the church and Christian institutions.
  - 1.2 了解及評價不同學習理論的原則、應用及其影響。 Analyze and evaluate the principles, practices and dynamics of selected learning theories.
  - 1.3 了解及評價不同的教導原理及方法 Analyze and evaluate various theoretical and methodological elements of teaching.
2. Learning Outcomes in the Affective Domain 感知目的：
  - 2.1 肯定教導事工是神的心意。 Convinced that teaching ministry is the will of God.
  - 2.2 願意委身終身學習真理。 Commit to life-long learning of the truth.
3. Learning Outcome in the Practical Domain 實踐目的：
  - 3.1 掌握及了解其作為教師或牧者的個人假設、信念、理論及價值觀 Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values.
  - 3.2 了解並建立個人在教學過程中進行學習評估的原理與實踐方法 Analyze and create principles and practices of learning assessment in an instructional setting.
  - 3.3 在教會或機構中建立及發展能增強學員學習果效的教導策略與方法 Establish teaching strategies and methodologies that can enhance effective learning experiences in churches/institutions.

## III. COURSE REQUIREMENTS 課程要求

### A. REQUIRED READING 必讀課本

1. 鄒永恆，區應毓，方悅著，《建構基督教教育：壹理念篇》。多倫多：國際基督教教育學院，2020。
2. 吳蘭玉著，《教學錦囊》。柔佛，馬來西亞：協傳培訓中心，2005。  
Go Setiawani, Mary. *Teaching and Learning Tips*. Johor, Malaysia: Partners Training Centre, 2005.
3. Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 2008

藍雲，陳世佳合譯，《教學的勇氣：探索教師生命內在的視界》。台北：心理出版社，2009。

4. 黃慶雲編著，《聖經教學實用手冊》。台北：中國主日學協會，2012。

Huang, Qingyuen. *Handbook for Effective Bible Teaching*. Taipei: China Sunday School Association, 2012.

5. 另閱讀資料 Other supplementary reading material

## B. SUPPLEMENTARY TEXTS 推薦閱讀書目

- See Bibliography 參看附加書目

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- This course is in-person only

## D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

The following assignments are to be completed as indicated below by the dates.

| Assignments & Evaluation 評估與作業   | Due Date<br>繳交日期             | % Final Grade<br>分數 |
|--|------------------------------|---------------------|
| 1. My personal learning journey<br>個人的學習過程與經驗  | January 21                   | 5 %                 |
| 2. Book report (Palmer: <i>Courage to teach</i> )<br>讀書報告 (教學的勇氣)                                | February 4                   | 15 %                |
| 3. Portrait of an outstanding teacher<br>一個傑出老師的素描   | February 11                  | 15 %                |
| 4. Creative lesson plan and presentation<br>創意教案設計和展示  | March 18                     | 15 %                |
| 5. Evaluation and Proposal of Christian<br>education ministry in a local church<br>教會基教事工的評估與建議書 | April 8                      | 25%                 |
| 6. Personal reflections<br>學習心得  | April 11                     | 5 %                 |
| 7. Four quizzes 四次小測驗  | Jan 28, Feb<br>11, Mar 3, 25 | 20 %                |
|  |                              | 100 %               |

All assignments must be typed double spaces using font size 12. Hand-written material will not be accepted.

Assignments 1-5 should be completed before class to facilitate classroom sharing, discussion or presentation. They should be handed in during classroom time. Assignment 6 is due midnight of April 11 (Friday) and should be submitted as a PDF or WORD file via email (Email: [chi\\_hung\\_siu@yahoo.ca](mailto:chi_hung_siu@yahoo.ca)) .

所有作業必須使用中文電腦打字 (font size 12) , 手寫拒收。

作業 1-5 必須在指定日期上課前完成, 上課時呈交, 以便在上課時一同分享和討論。

作業 6 必須在 4 月 11 日晚上 11:59 時前寄出, 請以 PDF 或 MS-Word file 電郵寄發。

(Email: [chi\\_hung\\_siu@yahoo.ca](mailto:chi_hung_siu@yahoo.ca))

|   | 分數/Marks    | 交作業日期/Date due                 |
|---|-------------|--------------------------------|
| <b>1. My personal learning journey</b>  | <b>(5%)</b> | <b>Due on: 1 月 21 日/Jan 21</b> |
| Students are to reflect on his/her personal journey of learning, such as growth during school years and post-school years, learning skills developed over the years, learning perspectives, people or events that have a major impact on learning, etc. Students are to reflect and evaluate these past experiences with reference to the assigned reading material. (~1000 characters) [Related to Learning Outcome 2] |             |                                |

## 個人的學習過程與經驗

這是一個幫助學員作個人回顧與反思的作業，學員可以從不同的層面作反省；從個人成長的過程中反省自己的學習經驗，或是自己學習的方向與方法，以及學習過程中一些對自己具有影響力的人或事；最後參考指定的閱讀，對自己的經驗加以評析。（約 1000 字）[學習成果 2]

### 2. Book Report

(15%)

Due on: 2 月 11 日/Feb 4

Each student will submit a book report after reading Palmer *Courage to Teach*. The book report should contain a summary of the author's thesis, the supporting arguments and major conclusions. Each student should interact with the content in at least five areas based on his/her teaching philosophy, experience, perspectives and circumstances. (~2500 words) [Related to Learning Outcomes 2, 3]

#### 讀書報告：

學員讀完《教學的勇氣》後對該書的內容作評估與反思，讀書報告首先要撮述作者的論題、論點及主要的結論，學員需根據自己的教學理念、經驗、觀點與處境，從最少五方面與書中的內容互動，並作出反省與應用。（約 2500 字）[學習成果 2, 3]

### 3. Portrait of an outstanding teacher

(15%)

Due on: 2 月 11 日/Feb 11

Each student should identify an outstanding teacher and set up an in-depth interview with him/her for at least one hour. Students will prepare a list of interview questions, such as the teacher's growth as a learner, attitude toward learning, teaching philosophy, characteristics of curricula, favorite pedagogies, etc. With reference to biblical texts and reading material, analyze and evaluate the successes of your outstanding teacher. (~2500 words) [Related to Learning Outcomes 2, 3]

#### 一位傑出老師的素描

學員需要找一位資深的傑出老師，作約一小時的訪問，事前應設計好一些討論問題，可從多方面入手，例如老師的成長，治學的態度，教學的哲學與心得，特色與方法，實際的教案等等；然後對比聖經中有關教師和教學的經文和指定的閱讀材料，加以評析，目的是要找出對方成功的秘訣，和自己可以從他身上學習的地方。（約 2500 字）[學習成果 2, 3]

### 4. Presentation of a creative lesson plan

(15%)

Due on: 3 月 18 日/Mar 18

Students will work in pairs to design a 20-min lesson on a topic of their own choice for class presentation during class time of the 5<sup>th</sup> week. Topic and target group must be decided by March 4. A detailed description of the design must be submitted by the pair on March 18 for class presentation. (~ 2000-words, plus figures where appropriate) [Related to Learning Outcome 3]

### 創意教案設計和展示

學員需要找一位合作伙伴，二人合作設計一個教案；學員必須在三月四日報告教案的題目和對象，並在三月十八日在課堂上作 20 分鐘的展示，同時繳交書寫好的教案。（約 2000 字，鼓勵附加圖表。） [教學成果 3]

### 5. Evaluation and Proposal of Christian education ministry in a local church (25%) Due on: 4 月 8 日/Apr 8

Each student should work independently (even if they are from the same church) to collect information from church websites, posters, publications, personal experiences, etc. They may engage in informal discussion with friends and church leaders to gain insights. Each student will write a detailed report on their observation together with their own evaluations with reference to the assigned reading material. The report should also include a proposal, detailing strategies and plans to build up a specific area of Christian education ministry (e.g. Sunday School, discipleship program, senior ministry, small group). (~ 3000 words, plus figures and photos where appropriate) [Related Learning Outcomes 1, 2, 3]

### 教會基教事工的評估與建議書

學員需要獨立從教會網站、海報、印刷品，個人經驗等收集有關該教會的基教事工，學員可以透過與其他會友和教會領袖的談話，以求更深入認識和了解教會全盤的基教事工。學員需要綜合所有資料，詳細記述教會基教的目的、範圍、內容及推廣的方法，然後參考指定的閱讀，加以分析和評估。學員需要針對教會其中一項基教事工（譬如主日學，門訓，金齡事工，小組）提出具體的建議與策略，並推行方案。（約 3000 字，可加插照片和圖表。） [教學成果 1, 2, 3]

### 6. Personal Reflections (5%) Due on: 四月 11 日 Apr 11

List five new things that you have learned from this course. Discuss the insights you have gained from them and how you plan to put them into practice. [Related Learning Outcomes 1, 2, 3]

### 個人學習心得

列舉五項在這個課程中學到的新知識，這五項對你的啟發和你實際應用的計劃。 [教學成果 1, 2, 3]

### 7. Quizzes (20%) Jan 28, Feb 11, Mar 3, 25

There will be a total of FOUR 10-min quizzes for a total of  $4 \times 5\% = 20\%$ .

### 小測驗

課程共有四個 10 分鐘的小測驗，合共  $4 \times 5\% = 20\%$ 。

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

|   |             |
|---|-------------|
| My personal learning journey 個人的學習過程與經驗               | 5%          |
| Book report 讀書報告                                      | 15%         |
| Portrait of an outstanding teacher 一位傑出老師的素描          | 15%         |
| Creative lesson plan 創意教案設計與呈現                        | 15%         |
| Proposal of church educational ministry 教會基教事工的評估與建議書 | 25%         |
| Personal reflections 個人學習心得                           | 5%          |
| Quiz 四次小測驗  | 20%         |
| Total 總分  | <b>100%</b> |

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

#### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

### I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.



#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS 課程進度表

| Date<br>日期: | Content<br>內容:   | Assigned Readings<br>閱讀:   | Assignments<br>作業:                                 |
|-------------|--|--|--|
| Jan 14      | 課程簡介/彼此認識<br>教育原理導論<br>耶穌學習的榜樣<br>基督教教育: 聖經基礎<br>General Introduction<br>Principles of Learning & Teaching<br>Biblical Foundation of Christian Education | 鄒 1-62<br>《勇氣》 1-3 章<br>Zou, pp 1-62<br>Palmer, Ch 3                       | 作業 1<br>Assignment 1                               |
| Jan 21      | 全人基督教教育<br>全盤基督教教育的取向<br>小組分享: 作業 1<br>Holistic Christian Education<br>Approaches in Christian Education<br>Group sharing of Assignment 1                | 鄒 65-81, 217-234<br>《勇氣》 4-7 章<br>Zou, pp 65-81; 217-234<br>Palmer, Ch 4-7 | 繳交作業 1<br>Assignment 1 due                         |
| Jan 28      | 小測驗 1<br>形塑教導的人與學習的人<br>體驗式學習與教導<br>個人的學習風格與教學方式<br>Quiz 1<br>Formation of Teacher & Learner<br>Experiential Learning<br>Learning Style & Teaching Style | 黃 2-4 章<br>鄒 127-134<br>Handbook Ch 2-4<br>Zou pp 127-134                  | 作業 2<br>Assignment 2                               |
| Feb 4       | 小組討論: 作業 2<br>教育心理導論<br>教育心理學的重要發展<br>Group discussion: Assignment 2<br>Educational Psychology: Introduction<br>Key Advances in Educational Psychology   | 鄒 3 章<br>Zou Ch 3  | 繳交作業 2<br>作業 3<br>Assignment 2 due<br>Assignment 3 |
| Feb 11      | 小測驗 2<br>小組分享: 作業 3<br>分齡教學  | 吳 47-158<br>鄒 135-140<br>Go pp 47-158                                      | 繳交作業 3<br>Assignment 3 due                         |

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|--------|---|---|------------------------|
|        | 成人學習的模式<br>多元智能與教學設計<br>Quiz 2<br>Teaching of Different Age Groups<br>Elements in Adult Learning<br>Multiple Intelligences & Teaching<br>Design   | Zou pp 135-140  |                        |
| Feb 18 | 批判反省及對話式教學原理<br>轉化式教導原理<br>教學法<br>耶穌的教導風範<br>Critical-reflective-dialogical Approach<br>Transformative Learning theory<br>Pedagogical Approaches to Learning<br>Jesus: The Model Master Teacher | 吳 159-232<br>Go 159-232                               |                        |
| Feb 25 | <b>Reading Week – No Class</b>  |   |                        |
| Mar 4  | 小測驗 3<br>課程設計<br>教案設計<br>Quiz 3<br>Curriculum Design<br>Lesson Plan   | 吳 7-38<br>黃 5-13 章<br>Go pp 7-38<br>Handbook Ch 5-13  | 作業 4<br>Assignment 4   |
| Mar 11 | 主日學事工<br>基督化家庭<br>教會門徒培訓事工<br>教會小組事工<br>Sunday School Ministry<br>Christian Family<br>Discipleship<br>Small Group   | 吳 233-271<br>鄒 69-70<br>Go pp 233-271<br>Zou pp 69-70 | 作業 4<br>Assignment 4   |
| Mar 18 | 作業 4 呈現與評估<br>Assignment 4: Presentation &<br>Evaluation  |   | 繳交作業 4<br>Assignment 4 |
| Mar 25 | 小測驗 4<br>電影欣賞：啟發與討論<br>Quiz 4<br>Discussion: Movie “Forever Young”  | 電影《無問西<br>東》<br>Movie “Forever<br>Young”              | 作業 5<br>Assignment 5   |

|       |  |                    |  |
|-------|--|--------------------|--|
| Apr 1 | 師資的發掘與培育<br>華人教會基教事工的策略<br>聖靈與聖經教導<br>Recruitment & Development of Teachers<br>Christian Education in the Chinese Churches<br>Holy Spirit and Bible Teaching | 鄒 235-248<br>黃 1 章 | 作業 5<br>Assignment 5   |
| Apr 8 | 作業 5 呈現、評估與討論<br>總結<br>Assignment 5: Presentation, evaluation and discussion<br>Concluding Remarks   |                    | 繳交作業 5<br>Assignment 5 due<br>作業 6 (繳交日期 4 月 11 日)<br>Assignment 6 (due on Apr 11) |

## V. SELECTED BIBLIOGRAPHY 附加書目

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

1. 彭怡珍著，《恢復教會裡教育的生命力：10 個關鍵的理念》。新台北：橄欖出版有限公司，2022。
2. 藍偉瑩著，《提問力：啟動探究思考的關鍵》。台北：親子天下股份有限公司，2021。
3. 曾麥翠蓮、曾金發著，《生命與傳承》。新加坡：福音證主協會，2017。
4. 林何述群著，《反思及對話教與學》。香港：福音證主協會，2014。
5. 鄒永恆著，《活學、活教、建立主門徒：基督教教育導論》。香港：華人聖經教導推行會，2014。
6. 洪中夫著，《玩出反思力》。台北：校園，2010。
7. 陳理宣主編，《教育學原理－理論與實踐》。北京：北京師範大學出版集團，2010。

8. Cornelius-White, Jeffrey H.D. and Adam P. Harbaugh. *Learner-centered Instruction: Building Relationships for Student Success*. Thousand Oaks, CA : Sage Publications, 2010.
9. 霍力岩, 照清梅合著, 《多元智力評價的理論與實踐》。北京: 教育科學出版社, 2010。
10. Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, IL: IVP. 2009.  
鄔霽霖譯, 《教導所信, 形塑信者: 從聖經看教會教育事工》。台北: 中華福音神學院, 2014.
11. Chester, Tim and Steve Timmis. *Total Church: A Radical Reshaping around Gospel and Community*. Wheaton, IL: Crossway Books, 2008.
12. Vella, Jane Kathryn. *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. San Francisco: Jossey-Bass, 2008.
13. Jalongo, Mary Renck. *Learning to Listen, Listening to Learn: Building Essential Skills in Young Children*. Washington, D C: National Association for the Education of Young Children, 2008.
14. 蔡文榮著, 《活化的教學錦囊妙計》。台北: 學富文化事業有限公司, 2007。
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