



CHRISTIAN HERITAGE COLLEGE

CE501

BIBLICAL WORLDVIEW AND EDUCATION

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	CE501																
Unit name	Biblical Worldview and Education																
Associated higher education awards	Master of Teaching (Primary) Master of Teaching (Secondary)																
Duration	One semester																
Level	AQF Level 8																
Core/elective	Core																
Weighting	Unit credit points: 10 Course credit points: 160 - Master of Teaching (Primary) 160 - Master of Teaching (Secondary)																
Delivery mode	On campus; External																
Student workload	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Directed study</td> <td>30 hours</td> </tr> <tr> <td>Personal study</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	TOTAL	150 hours	Directed study	30 hours	Personal study	50 hours	Assignment preparation	70 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil.																
Rationale	<p><i>Enduring Understanding:</i></p> <p>An understanding of the biblical Christian story, and how it shapes our lives as well as professional practice and identity.</p> <p>Our responses to the world around us are shaped by an almost subconscious set of beliefs which are rarely exposed to reflection and criticism. Every teacher brings a set of assumptions and beliefs to the classroom. Even Christians, with a conscious commitment to the Bible as a guide to life and thought, find that the culture and society in which they live have shaped their patterns of thought and action in profound ways.</p>																

	<p>This unit helps pre-service teachers develop insight into their assumptions and beliefs and the ways these might impact in the classroom. It provides a frame of reference for the Masters course as a whole, developing, in some detail, its underpinning Bible-based, Christ-centred worldview. The unit also examines other worldviews, both Western and Eastern, which are prominent in contemporary culture. Given this plurality of worldviews, Christian educators need a framework for identifying, thinking about, and discussing fundamental beliefs and their educational implications. Pre-service teachers will be challenged to investigate and develop personal and professional worldview perspectives which are a consistent expression of their understandings of the Christian faith.</p> <p>This unit will also encourage pre-service teachers to critically appraise, not merely their own perspectives and those of others, but also the worldviews inherent in various types of texts and cultural practices. The processes involved in analysing for worldview will be developed and then applied to relevant educational practices.</p>
<p>Learning delivery process</p>	<p>This unit encourages pre-service teachers to critically examine worldviews inherent within curriculum and pedagogical approaches. The processes involved in analysing for worldview will be developed and then applied to relevant educational practices.</p> <p>They will have opportunities to contribute on-line and face to face through workshops, demonstrations, forum posts and responses, and interactive discussions to develop confidence and competence in Christian worldview perspectives and authentic integration within curriculum learning areas.</p> <p>On campus mode:</p> <p>Interactive engagement through face-to-face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> • Weekly lecture. • Weekly tutorial (where applicable). <p>Plus on-line resources (see below).</p> <p>External mode:</p> <p>Interactive engagement through on-line resources.</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> • CHC learning portal (Moodle™): <ul style="list-style-type: none"> - weekly lecture (may include lecture video capture, PowerPoint presentation and resources); - weekly readings; - study guides; and - assessment guides. • Collaborative forums: Student forums and News forum. • Video conferencing (external students only). • Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>

<p>Content</p>	<ol style="list-style-type: none"> 1. What is a worldview and why is it important for a teacher? <ol style="list-style-type: none"> 1.1 Definitions and elements such as philosophical, epistemological, axiological foundations and principles. 1.2 Differing conceptions of worldviews. 1.3 Practical alternatives and practices. 2. The grand narrative of a biblical Christian faith; the Creation, Fall, Redemption and Recreation story – a worldview. <ol style="list-style-type: none"> 2.1 Conceptual schemas and frameworks. 2.2 Critique of relevant academic literature. 2.3 Reformulation and reconceptualisation of worldviews in education, teaching and learning. 3. Reflecting on personal worldview: definition and key constructs list (drawn from Harris' 'Big Building Blocks of the Christian Faith'). <ol style="list-style-type: none"> 3.1 Connections between the grand narrative and personal practices. 3.2 Developing strategies for growth. 4. Critiquing and deconstructing dominant worldviews (and Aboriginal and Torres Strait Islander worldview) in pedagogical frameworks and education resources. <ol style="list-style-type: none"> 4.1 Literature search and Web Quest on worldviews including: Deism, Humanism, Naturalism, Existentialism, Judaism and Islam, Postmodernism,=. 5. Applying a Bible-based, Christ-centred worldview to curriculum design and pedagogy. <ol style="list-style-type: none"> 5.1 What is curriculum? 5.2 Curriculum Development Processes related to: <ol style="list-style-type: none"> 5.2.1 Australian Curriculum (F-10); and 5.2.2 Queensland Curriculum and Assessment Authority (QCAA). 6. Authentic integration of a Bible-based, Christ-centred worldview within the curriculum. <ol style="list-style-type: none"> 6.1 Review of selected school-based curriculum development approaches. 6.2 Subject and department approaches. 6.3 Review of selected teacher practices in curriculum integration. 6.4 Domains of learning and curriculum integration.
<p>Learning outcomes</p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. evaluated at a complex level, analysed and theorised the foundational tenets of a worldview and its relevance to teacher, with specific attention to a Bible-based, Christ-centred worldview [Graduate Teacher Standards: 1.1, 1.2; Graduate Attributes: 1-4, 6, 7]; 2. critically reflected on personal worldview and the grand narrative of the biblical Christian faith as applied to personal faith and Christian education [Graduate Teacher Standards: 1.1, 1.2, 6.2; Graduate Attributes: 1-4, 6, 7]; 3. researched and evaluated worldview perspectives evident in educational contexts [Graduate Teacher Standards: 1.1, 1.2, 6.2; Graduate Attributes: 1-4, 6, 7]; 4. synthesised worldview perspectives (including an Aboriginal and Torres Strait Islander worldview) evident in educational contexts [Graduate Teacher Standards: 1.4, 2.4, 3.6; Graduate Attributes: 1-7];

	<p>5. applied technical skills to communicate complex ideas through creative use of Information, communication technology (ICT) [Graduate Teacher Standards: 2.6, 3.4; Graduate Attributes: 1-4, 6, 7];</p> <p>6. applied critical interpretations of worldview principles in contemporary classroom contexts, responding to feedback from peers [Graduate Teacher Standards: 6.3; Graduate Attributes: 1-4, 6, 7]; and</p> <p>7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.</p>			
Assessment tasks	<p>Task 1: Worldview Research Paper</p> <p>Investigate and critically reflect on the big questions which frame the formation of four different worldviews including a Bible-based, Christ-centred worldview, a humanistic worldview, an Australian indigenous worldview and one other.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 20%</p> <p>Assessed: Week 4</p> <p>Task 2: Lesson Design:</p> <p>Create five learning activities in one of your subject specialisations/learning area. Justify how these activities deliberately include a Bible-based, Christ-centred worldview. Provide feedback to two other pre-service teachers on their activities. Attach the feedback you have received to your activities and a 750 word written response to the feedback.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Assessed: Week 7</p> <p>Task 3: Critical Review of Curriculum Document:</p> <p>Drawing on the first two assessment tasks, critically review an Australian Curriculum or QCAA curriculum document to reveal the worldview underpinnings evident. Discuss the relationship between a Bible-based, Christ-centred worldview and the worldview evident in the document. Comment on any Australian indigenous worldview perspectives which are evident.</p> <p>Present your findings in a creative digital format of your choosing using a range of presentation mechanisms (e.g. video, documents, images, etc.).</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Assessed: Week 10</p>			
Assessment alignment	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Content</i>	<i>Graduate Teacher Standards</i>
	Task 1	1-4, 7	1-4	1.1, 1.2, 1.4, 2.4, 3.6
	Task 2	1-3, 5-7	1-3, 5, 6	1.1, 1.2, 6.3
	Task 3	1-7	1-6	1.4, 2.4, 2.6, 3.4, 3.6

Prescribed text(s)	<p>Harris, B. (2015). <i>The big picture: Building blocks of a Christian worldview</i>. West Ryde, NSW: Paternoster.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>
Recommended readings	<p>Curriculum Readings</p> <p>Bartholomew, C., & Goheen, M. (2014). <i>The drama of scripture: Finding our place in the biblical story</i>. (2nd ed.). Grand Rapids, MI: Baker Academic</p> <p>Collier, J., & Goodlet, K. (Eds.). (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>Goheen, M., & Bartholomew, C. (2008). <i>Living at the crossroads: An introduction to Christian worldview</i>. Grand Rapids: Baker Academic.</p> <p>Meyers, J., & Noebel, D. (2015). <i>Understanding the times: A survey of competing worldviews</i>. Manitou Springs, CO. Summit Ministries.</p> <p>National Institute for Christian Education. (2015). <i>Transformation by design: A curriculum development resource for Christian schools</i>. Penrith, NSW: NICE.</p> <p>Plantinga, C. (2009). <i>Educating for shalom: Our calling as a Christian college</i>. Retrieved from http://www.calvin.edu/about/shalom.html</p> <p>Smart, S. (Ed) (2016). <i>A spectator guide to world views: Ten ways of understanding life</i>. (3rd Edition) Sydney: Aquila Press.</p> <p>Smith, J. K. (2009). <i>Desiring the kingdom: Worship, worldview and cultural formation</i>. Grand Rapids, MI: Baker Academic.</p> <p>Smith, J. K. (2013). <i>Imagining the kingdom: How worship works</i>. Grand Rapids, MI: Baker Academic.</p> <p>Starling, S., Cook, R, O'Dougherty, S., Scott, S. (2016). <i>Connecting learners with God's big story: Illuminating curriculum in Australian Christian Schools</i>. Retrieved from https://csa.edu.au/resources/curriculum-resources/</p> <p>Journals and Periodicals</p> <p>Christian Worldview Journal</p> <p>Journal of Philosophy of Education</p> <p>Journal of Philosophy and History of Education</p> <p>Educational Philosophy and Theory</p> <p>Websites</p> <p>www.secularhumanism.org</p> <p>www.americanhumanist.org</p> <p>www.humanist.org.au</p> <p>www.deism.com</p> <p>www.moderndeism.com</p> <p>www.naturalism.org</p> <p>www.infidels.org/library/modern/nontheism/naturalism</p> <p>www.stephenjaygould.org/ctrl/schafersman_nat.html</p> <p>www.anus.com</p> <p>www.counterorder.com</p>

	<p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil.

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