



CHRISTIAN HERITAGE COLLEGE

ED601

**APPLYING WORLDVIEW STUDIES TO
CHRISTIAN 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	ED601
Unit name	Applying Worldview Studies to Christian Education
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Terry Dachs
Core/Elective	Core
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Nil
Rationale	<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. 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 establishes a frame of reference for the Graduate Certificate in Christian Education and Master of Education by developing in some detail their underpinning Christian worldview perspectives. 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. Students 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 students 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 the “world-viewish” content of texts and cultural practices will be developed and then applied to relevant educational practices.</p>

<p>Learning outcomes</p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. demonstrated an understanding of the concept of worldview and its implications in both the personal and professional spheres of life; 2. engaged critically with the foundational tenets of a Christian worldview; 3. comprehended the foundational tenets of a range of alternative worldviews that have had a significant impact upon contemporary culture; 4. contrasted personal worldview perspectives with those evident in both Christian and other worldviews; 5. critically appraised, analysed and reviewed the worldview ideas and issues evident in a range of texts and cultural practices; 6. applied Christian worldview perspectives to the critical analysis of a selected curriculum area or educational practice; and 7. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<p>Content</p>	<p>Analysing worldviews: Why do we need a Christian worldview? Biblical Christian theism. The beginning of the historical shift: Deism. The scientific revolution: Naturalism. Responses to Naturalism: Nihilism, Humanism and a few other ‘-isms’. Existentialism: Theistic and atheistic. The contemporary world: Postmodernism. Alternative theistic worldviews. The rise of ‘new age’ spirituality. Reading and viewing ‘worldviewishly’. Applying a Christian worldview to curriculum work. Strategies for using worldview in educational settings.</p>
<p>Assessment tasks</p>	<p>Task 1: Research essay Word length/Duration: 2000 words Weighting: 30% Learning outcomes: 1, 2, 4, 5, 7 Assessed: Y - 2015, S - 1, W - 6</p> <p>Task 2: Comparative review of a text Word length/Duration: 1500 words Weighting: 30% Learning outcomes: 1, 3-5, 7 Assessed: Y - 2015, S - 1, W - 11</p> <p>Task 3: Portfolio of Christian curriculum work Word length/Duration: 2500 words Weighting: 40% Learning outcomes: 1-7 Assessed: Y - 2015, S - 1, W - 15</p>

Specialist resource requirements	Nil
Prescribed text(s)	Sire, J. (2009). <i>The universe next door: a guide to worldviews (5th ed.)</i> . Downers Grove, IL: InterVarsity Press.
Recommended readings	<p>Beckwith, F., Craig, W., & Moreland, J. (Eds.). (2004). <i>To everyone an answer: A case for the Christian worldview: Essays in honour of Norman Geisler</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Blamires, H. (2004). <i>The Christian mind: How should a Christian think?</i> (new ed.). Ventura, CA: Regal Books.</p> <p>Eckman, J. (2004). <i>The truth about worldviews: A biblical understanding of worldview alternatives</i>. Wheaton, IL: Crossway Books.</p> <p>Godawa, B. (2002). <i>Hollywood worldviews: Watching films with wisdom and discernment</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Goheen, M. (2008). <i>Living at the crossroads: An introduction to Christian worldview</i>. Grand Rapids, MI: Baker Books.</p> <p>Greer, R. (2003). <i>Mapping postmodernism: A survey of Christian options</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Hiebert, P. (2008). <i>Transforming worldviews: An anthropological understanding of how people change</i>. Grand Rapids, MI: Baker Academics.</p> <p>Huffman, D. (Ed.) (2011). <i>Christian contours: how a biblical worldview shapes the mind and heart</i>. Michigan: Grand Rapids.</p> <p>MacArthur, J., Mayhue, R., & Hughes, J. (Eds.). (2003). <i>Think biblically!: Recovering a Christian worldview</i>. Wheaton, IL: Crossway Books.</p> <p>Moreland, J., & Craig, W. (2003). <i>Philosophical foundations for a Christian worldview</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Moseley, N. (2003). <i>Thinking against the grain: Developing a biblical worldview in a culture of myths</i>. Grand Rapids, MI: Kregel.</p> <p>Pearcey, N. (2004). <i>Total truth: Liberating Christianity from its cultural captivity</i>. Wheaton, IL: Crossway Books.</p> <p>Walsh, B., & Middleton, J. (1984). <i>The transforming of vision: Shaping a Christian worldview</i>. Downers Grove, ILL: Intervarsity Press.</p> <p>Wilkes, A. (2000). <i>Christianity and western thought: A history of philosophers, ideas and movement. Faith and Reason in the Nineteenth Century</i>. Leicester: Apollos/InterVarsity Press.</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>Recommended readings (continued)</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.counterorder.com</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</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>
<p>Unit summary</p>	<p>This unit is designed to build students' knowledge and understanding of a Christian worldview, develop comparative analyses of and appreciation for the nature of other worldviews evident in society, and facilitate the practice of applying a thoroughly Christian worldview to their personal and professional life.</p>

SAMPLE