

**Transforming Theological Education: A Practical Handbook for Integrative Learning**, by Perry Shaw, Carlisle, Cumbria, UK: Langham Global Library, 2014, pp.300, \$32 (paperback), ISBN 978-1-78368-957-6

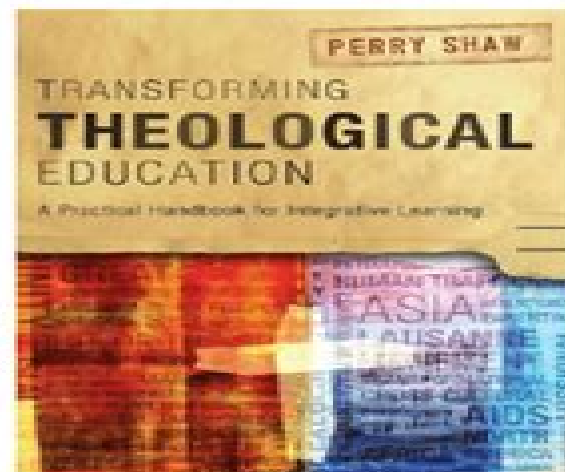
Reviewed by Darren Cronshaw

While reading *Transforming Theological Education* on a flight, I got talking to my neighbor who taught in a different field – music performance. His passion for teaching and sense of success came from not just helping school band students perform well, but cultivating in them a life-long love for music. Some of the band members he had just taken to perform in a ‘Big Band Blast’ were students he had taught in school and then recruited to his band. We compared notes on assessment, because for musicians the ultimate assessment is how they sound with other band members when performing. It reminded me that the ultimate test for theological education is how people practice and healthily ‘perform’ ministry; and not just at graduation but over years to come.

It is helpful to develop the art and craft of orchestrating learning in conversation with teachers from other disciplines and contexts. This is the biggest value of *Transforming Theological Education* for teachers of theology and religion. Perry Shaw is an Australian whose context is as teacher and acting Academic Dean at Arab Baptist Theological Seminary (ABTS) in Lebanon. Shaw has a contagious passion for empowering students for service in the church and society. He has taught material from this book in faculty training events and in London School of Theology programs for theological educators. But most valuably ABTS has been reshaping its approach to training with new paradigms and instructional techniques in an integrative and holistic curriculum that Shaw unpacks for the reader.

The first part of the book focuses on intentionality in institutional language and culture to serve the church and its work in the Arab world. Foundationally, Shaw counsels using learning outcomes to reshape a syllabus. ABTS has explored how ministerial training for leadership can take seriously contextual challenges, and accordingly revised its vision, mission, profile of an ideal graduate, and educational values, which become a helpful grid to evaluate curriculum redesign. ABTS’s core educational values are authentic worship, missional church, Christlike leadership, empowerment, reflective practice, community cohesion, and personal and spiritual development. There are elements that my teaching could learn from ABTS’s model, but more importantly I am challenged to consider what are the unique integrative values and elements that ought to infiltrate my teaching and writing? I.e., what lies at the foundation of my curriculum for my teaching?

Shaw puts a range of curriculum issues and methodology choices under the microscope – student cohort composition, faculty evaluation, curriculum fragmentation and the hidden and null curriculum. In exploring multidimensional learning, he urges moving beyond rhetoric of ‘head, heart and hands’ and to foster cognitive, affective and behavioural development. At ABTS this means cultivating a mind committed to reflective practice, a heart of love for God and others, and hands of servant leadership for empowering people. Shaw emphasises that fostering transformation will not come by adding more content, but focusing on developing thinking and processing skills and making more space for reflection on the most important content. He offers advice for utilising curricular elements outside the classroom – mentoring, field education and community worship. Finally he offers wise counsel for deep learning, including practical suggestions for structuring teaching segments in 20-30 minute blocks, front-ending the most important content, and helping students identify lesson relevance and application.



# Transforming Theological Education A Practical Handbook For Integrative Learning

**Fritz Deininger, Orbelina Eguizabal**



## **Transforming Theological Education A Practical Handbook For Integrative Learning:**

Transforming Theological Education Perry Shaw, 2014-05-14 For several decades concern has been expressed about the need for greater integration and contextual significance in the curricular design of theological education In addition there has been a growing awareness of the role theological schools should play in strengthening the missional vision and practice of local churches Since 2008 the Arab Baptist Theological Seminary in Lebanon has been engaged in an ongoing experiment in the design and implementation of an integrated and contextually driven curriculum Drawing on lessons learned from this experience and from the wider discourse currently taking place in higher education Transforming Theological Education provides theoretical foundations and practical principles for purposeful curriculum design as well as tools for integrated and contextually significant learning in the classroom

Transforming Theological Education Perry Shaw, 2022 For several decades concern has been expressed about the need for greater integration and contextual significance in the curricular design of theological education In addition there has been a growing awareness of the role theological schools should play in strengthening the missional vision and practice of local churches Drawing on Dr Perry Shaw s experience as faculty member educational engineer and acting academic dean for Arab Baptist Theological Seminary Transforming Theological Education provides theoretical foundations and practical principles for purposeful curriculum design as well as tools for facilitating integrated and contextually significant learning in the classroom This updated second edition has been reorganized for thematic clarity and expanded to provide a stronger foundation for thinking theologically rather than just educationally about theological education It also contains a wider range of curricular examples from innovative theological programs around the world along with practical advice for implementing change in change resistant environments This handbook continues to be a one of a kind resource for theological educators and all those involved in Christian leadership training

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*Transforming Theological Education, 2nd Edition* Perry Shaw, 2022-01-31 For several decades concern has been expressed about the need for greater integration and contextual significance in the curricular design of theological education In addition there has been a growing awareness of the role theological schools should play in strengthening the missional vision and practice of local churches Drawing on Dr Perry Shaw s experience as faculty member educational engineer and acting academic dean for Arab Baptist Theological Seminary Transforming Theological Education provides theoretical foundations and practical principles for purposeful curriculum design as well as tools for facilitating

integrated and contextually significant learning in the classroom This updated second edition has been reorganized for thematic clarity and expanded to provide a stronger foundation for thinking theologically rather than just educationally about theological education It also contains a wider range of curricular examples from innovative theological programs around the world along with practical advice for implementing change in change resistant environments This handbook continues to be a one of a kind resource for theological educators and all those involved in Christian leadership training TEE for the 21st Century David Burke,Richard Brown,Qaiser Julius,2021-09-14 Theological education is at a global crossroads Although many traditional programmes struggle to maintain student enrolment today s environment gives exciting opportunities to serve the global church in ways that are multi level accessible and educationally effective TEE for the 21st Century utilizes missiological educational and sociological perspectives to explore theological education by extension TEE as a powerful contemporary tool for equipping the global church for its global mission Multi authored by a global team of discipline experts brought together by the Increase Association this book speaks to the real life training needs of today s church Addressed to leaders teachers and practitioners it offers a robust framework for critically evaluating the impact of TEE on the formation of whole life disciples in a wide variety of contexts and locations With a proven track record across Asia Latin America and Africa TEE has a role to play in the future of the church empowering every member to fulfil their God given calling to ministry and mission *Towards Vital Wholeness in Theological Education* Jessy Jaison,2017-08-14 God s interest in the entirety of our existence and the details of his creation is quite rightly lauded by professing Christians including those involved in theological education But what impact does this biblical truth have on the way in which theological education is conducted Critics are increasingly bringing attention to the shortcomings of theological education in this regard In this thorough examination of the issue of holistic practices throughout the operations of theological institutions Dr Jessy Jaison provides sage and actionable solutions where others have merely observed systemic weaknesses Jaison has applied her expertise and experience of twenty five years in theological education in India to dissect the issues diagnose the symptoms and prescribe a way forward that will lead to stronger leaders practicing healthier ministry in God s Kingdom for those who have ears to hear **Theology, Church, and Ministry** David S. Dockery,2017-10-01 Theology Church and Ministry A Handbook for Theological Education helps readers understand the critical role theological education plays in equipping God called ministers for service in the church **Challenging Tradition** Perry Shaw,Havilah Dharamraj,2018-03-31 The surge of theological education in the rapidly growing church of the Majority World has highlighted the inadequacy of traditional Western methods of thinking and learning to fully accomplish the task at hand The limitations of current theological education are embodied in the formation and assessment of the master s or doctoral dissertation processes that follow a linear empiricist tradition developed in the West and exported to the Majority World Challenging Tradition Innovation in Advanced Theological Studies highlights the need for these traditions to be reconsidered in every context throughout the

world Drs Shaw and Dharamraj with their team of contributors present innovations in research and documentation that demonstrate how we may better prepare theological leadership through means that are contextually relevant and locally meaningful

Forming Ministers or Training Leaders? Anthony Clarke, 2021-06-15 Forming Ministers or Training Leaders is a unique book because it is based on a significant piece of empirical research Anthony Clarke explores the way that the practice among theological colleges in the UK has been changing and develops the concept of the pastoral imagination to express what a theological college is aiming to do with its students The book then offers an analysis of the pastoral imagination that is in fact at work in a selection of Baptist colleges and other theological institutions in the UK Alongside this Clarke offers a coherent and robust theological account of the work of a theological college through engaging with recent trinitarian theology and argues that this is best understood as a process of formation which embraces other ideas of training and education

**Reimagining Christian Education** Johannes M. Luetz, Tony Dowden, Beverley Norsworthy, 2018-07-04 This book is an arresting interdisciplinary publication on Christian education comprising works by leading scholars professionals and practitioners from around the globe It focuses on the integrated approaches to Christian education that are both theoretically sound and practically beneficial and identifies innovative pedagogical methods and tools that have been field tested and practice approved It discusses topics such as exploring programmes and courses through different lenses learning challenges and opportunities within organisational management theology of business Christian models of teaching in different contexts job preparedness developing different interpretive or meaning making frameworks for working with social justice people with disability non profit community organisations and in developing country contexts It offers graduate students teachers school administrators organisational leaders theologians researchers and education practitioners a fresh and inspiring reimagining of Christian education perspectives and practices and the ramifications of their application to life long learning

Training Missionaries Evelyn Hibbert, Richard Hibbert, 2016-09-08 Missionaries must know God be able to relate well to other people understand and engage with another culture and be able to use the Bible in a way that informs all aspects of their lives and ministries Missionary training must address each of these areas if it is to help Christians to be effective in taking the gospel to the ends of the earth Effective training has been shown to prevent people from prematurely leaving the field It also reduces the danger of cross cultural workers uncritically exporting culturally bound forms of Christianity This book details four key areas that every missionary training program whatever its context must focus on developing It shows how these can be holistically addressed in a learning community where trainers and trainees engage in cross cultural ministry together

Leadership in Theological Education, Volume 3 Fritz Deininger, Orbelina Eguizabal, 2018-10-14 The ICETE Programme for Academic Leadership IPAL was officially established in 2010 and arose out of the need to provide training to theological institutions in different regions of the world IPAL provides a three year cycle of seminars for the professional development of evangelical academic leaders and administrators to help institutions in their

pursuit of quality and excellence in theological education This publication is the third and final volume intended to accompany and support the IPAL seminars as well as be an independent resource to aid theological institutions with faculty development Faculty development is at the heart of theological education This book lays the foundation for institutions to equip train and release emerging academic leaders to advance their careers and improve the standards of their teaching and research The contributors to this volume share the findings of research conducted at evangelical academic institutions in various contexts around the world so other senior administrators can enhance the quality of theological education at their own institution

*Nurturing Faith* Fred P. Edie, Mark A. Lamport, 2021-09-07 Faith left on rocky soil withers But faith nurtured in the good soil of Christian teaching formation and mentorship grows to maturity and yields thriving community Educational ministries are so often where this happens where the desires of the human heart are shaped toward a love for God a love for one's neighbor and a love for the world In this comprehensive guide to educational ministries in the twenty-first century Fred Edie and Mark Lamport explore how church leaders and others involved in Christian education can nurture a robust cruciform faith within their communities When discussing strategies and goals Edie and Lamport consider a range of contexts and a variety of related fields that might give insight into educational ministry theology pedagogy philosophy social science and more Those working with any age group children adolescents and adults will find a relevant discussion of key underlying theological themes a guide to concrete practices and indispensable help in navigating shifting cultural dynamics Exceedingly practical and consistent with the teachings of the gospel the wisdom in this book will speak to all who long to foster discipleship in their church school or missional community Key Features A Road Map at the beginning of each chapter concisely introduces the chapter's topic and essential themes Sidebars throughout the text provide deeper insight into particular important or nuanced concepts Discussion questions at the end of each chapter facilitate further reflection especially in conversation with others Suggestions for further reading are provided at the end of each chapter for those interested in exploring the chapter's ideas in greater depth Concluding the book is a series of afterwords from experts in the field of Christian educational ministries Martyn Percy Almeda Wright Craig Dykstra Kirsten Oh Elizabeth DeGaynor and Thomas Groome

**Teaching Theology in a Technological Age** Doru Costache, James R. Harrison, 2015-11-25 The iGeneration has learned to adapt rapidly to technological change Tech savvy students multi task with consummate ease accessing email on smart phones researching assignments on tablets reading a book on Kindle while drinking a flat white and listening to iTunes in the background How does the tertiary educational curriculum meet the learning needs of students whose attention transitions rapidly between mediums and messages The complexity and pace of modern technological change has left the theological educational sector gasping as it struggles to devise pedagogically engaging online distance learning materials in traditional disciplines and teach units with significant relational and pastoral components The technological benefits are vast the instant availability of information unprecedented and the opportunities to provide

theological education to groups marginalised by the tyranny of distance and time enormous How should the theological sector address these challenges and opportunities Although the benefits are massive the media is replete with stories of the casualties of technological change including cyber bullying internet predators the psychic damage from trolls addiction to gaming and issues of body image among others How should the theological sector drawing upon its scriptural and teaching heritage come to grips with the deficits spawned by the technological revolution What is the theological pastoral social and pedagogic responsibility of theology teachers in nurturing this new generation Teaching Theology in a Technological Age draws together in an inspiring volume a series of cutting edge essays from Australian New Zealand and South African scholars on the learning and teaching of theology in a digital age *Theological Education* Andrew M. Bain, Ian Hussey, 2018-01-08 This volume draws upon historical and theological sources and empirical research to provide a unique and diverse perspective on theological education in the twenty first century The volume develops and promulgates the best thinking about theological education by drawing upon the breadth of expertise represented by the faculty of colleges within the Australian College of Theology This volume not only produces crucial insights for the future of theological education around the world but gives the Australian theological sector a voice to make its own unique contribution to the global dialogue about theological education Making Connections Marilyn Naidoo, 2021-11-19 Because of the disconnect within the curriculum and the lack of contextual relevance African theological education is still searching for appropriate approaches to ministerial training Integrative theological education refers to systematic attempts to connect major learning experiences appropriate to the education and formation of ministers It is seen as a solution to connect and transform ministry training The main premise of this book is that the key to enhancing theological education is the intentional integration of knowing with being and doing of theory with practice and of theology with life and ministry In this way all aspects of student learning are brought together holistically highlighting an educational strategy that is concerned with connections in human experience thereby supporting student learning Making Connections offers the opportunity to consider integration as an appropriate pedagogical approach to create the correct balance in making education more meaningful and fulfilling for the African revealing humanising education grounded in African philosophy and worldview *Leadership in Theological Education, Volume 2* Fritz Deininger, Orbelina Eguizabal, 2017-11-14 The ICETE Programme for Academic Leadership IPAL was officially established in 2010 and arose out of the need to provide training to theological institutions in different regions of the world IPAL provides a three year cycle of seminars for the professional development of evangelical academic leaders and administrators to help institutions in their pursuit of quality and excellence in theological education This publication is the second of three volumes intended to accompany and support the IPAL seminars as well as independently providing wider access to the principles required by academic leaders for institutional and curriculum development Each chapter shares and illustrates the expertise and understanding the contributors have of education and curriculum design in the field of

evangelical academic institutions With an intentional awareness of a wide range of non Western contexts this volume is a much needed guide for course administrators around the world      **Reimagining Ministerial Formation** David

Heywood,2021-04-30 The Church is currently experiencing a transition in the way it understands and practises both mission and ministry It is to be outward looking engaging with the wider community involving all its members in mission and clergy are to play the role of enablers and equippers of the ministry of the whole church However ministerial formation in colleges and courses throughout the country lags behind this emerging consensus Theological education is still largely based on academic models Reimagining Ministerial Formation offers a new way forward where ministry comes to be about the whole church and ministerial formation is about collaboration between clergy and laity It argues strongly for a shift away from front loaded training to a new focus on formation as a life long process      Spirituality in Mission John Amalraj,Geoffrey W.

Hahn,2018-01-03 Authors from eighteen countries give us their perspectives on biblical principles and cultural expressions of spirituality particularly as the church engages in God s mission The anthology of texts enriches our understanding of the depth and the meaning of being spiritual and the diversity of forms to live out the Christian faith The issue today is how spirituality should direct and guide a daily life as followers of Jesus in the engagement in the mission of God No doubt that it has to do with our inner life and our relationship to God but it is in showing our love and concern to others that we prove our love to God according to the Apostle John 1 John 4 Mission without spirituality will only be a human effort to convince people of religious theories Spirituality without a missionary involvement of the church will not express God s desire that the transforming gospel reaches every person This book will help you rethink your understanding of what is spiritual revisit your own spiritual journey and appreciate the different forms of spirituality as they are described and performed around the globe

*Disruptive Inclusion* Jen Smith ,2024-03-31 What is Christian adult learning What questions are raised when Christian faith and learning meet Many existing approaches primarily address issues such as curriculum content or teacher character Building on the work of John Hull Disruptive Inclusion approaches the intersection of theology and pedagogy suggesting that the christianness of Christian adult learning is best expressed by the posture adopted by learners not only via what is taught and by whom Specifically Jen Smith claims that a key to Christian adult learning posture is how learners include the unexpected and disruptive in their learning Drawing on key resources such as the biblical narrative Christian tradition liturgy community and her own experiences Jen takes us on a deeply personal and practical journey into disruptive inclusion and invites us to re imagine what effective Christian adult learning might look like in the classroom pulpit and online learning settings



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