



DE046-506/806

Teaching the Bible to Children – Old Testament

Evening On Campus & Synchronous Online

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Teaching the Bible to Children – Old Testament**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2024

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.actheology.edu.au/documents/ for full details.

Information about this unit

Unit overview

The learning and assessment activities of this unit in Semester 1 2024 will occur as follows:

Week 1 – Monday 12 February

Week 2 – Monday 19 February

Week 3 – Monday 26 February

Week 4 – Monday 4 March

Portfolio – Part A DUE Friday 8 March

Week 5 – Monday 11 March

Week 6 – Monday 18 March

Portfolio – Part B & C DUE Thursday 28 March

Note: This 6 credit point unit will be followed by its partner 6 credit point unit, DE047 *Teaching the Bible to Children - New Testament*, which begins on Monday 15 April 2024.

Unit description

The unit *Teaching the Bible to Children – Old Testament* outlines how to teach the text to children in genre specific, developmentally appropriate, and methodologically diverse ways. Students will explore current educational practice and be encouraged to harness appropriate learning theories in their planning, writing and delivery of lessons for children at different developmental stages.

ACT Census date

20 February 2024

Students must confirm their enrolment in this unit with the QTC Registrar by Tuesday 20 February 2024. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: registrar@qtc.edu.au.

Unit Learning Outcomes

DE046-506 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Identify and understand basic characteristics of different Old Testament genres.
2. Demonstrate foundational knowledge of a range of age-appropriate teaching methodologies.

Be able to:

1. Select appropriate methodologies to teach Old Testament texts.
2. Engage a group of children in a genre-appropriate, active learning task.
3. Write and deliver a small group interactive lesson, demonstrating awareness of current educational methodology and practice.

Be in a position to:

1. Relate knowledge, skills and perspectives from 'Teaching the Bible to Children – Old Testament' to contemporary Christian living and children's ministry contexts

DE046-806 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Display advanced understanding of the characteristics of different Old Testament genres.
2. Demonstrate advanced knowledge of a range of age-appropriate teaching methodologies.

Be able to:

1. Critically Assess the effectiveness of contrasting methodologies in teaching Old Testament texts.
2. Lead a group of children through a sequence of genre-appropriate, active learning tasks.
3. Write Old Testament curriculum for children of different ages employing a range of methodological approaches, examining the efficacy of current pedagogical theory and practice.

Be in a position to:

1. Apply knowledge, perspectives and skills from 'Teaching the Bible to Children – Old Testament' to ministry practice as a reflective practitioner

How this unit contributes to the course

QTC delivers a series of units in the QTC Certificate in Children's Ministry, chosen specifically to equip those working with children in our churches, in schools and in other child evangelism and discipleship contexts. These units meet the requirements of the ACT Undergraduate Certificate of Ministry and the ACT Graduate Certificate of Divinity i.e., 48 credit points in total.

This unit explores the different types of Old Testament writing and considers how to teach children the Bible as it is written – in genre-sensitive ways. Students will examine a variety of child development theories and explore current educational tools used in active learning. They will gain skills in adapting material to suit their context; in formulating lessons that model skills for independent reading of the Old Testament for children; in preparing them to listen to God's Word as part of the body of Christ in all-age worship contexts and in encouraging children to see the gospel shape of every story.

Other units in the QTC Certificate in Children's Ministry will address the specific challenges of teaching the New Testament to children; introducing children to theology; spiritual formation and development in children; writing curriculum; ethics and children's ministry; and other key practical issues in building and maintaining a healthy children's ministry.

Pre-requisites and Co-requisites

There are no pre- or co-requisites for this unit.

How this unit is organised & what we expect of you

This unit is offered weekly for six weeks of semester and comprises approximately three hours of lectures on Monday evening (on campus, and live-streamed).

Regular supplementary short exercises or readings will be set throughout the semester to guide student reflection and class discussion.

Students are required to read one of the following books, prior to the commencement of classes (if at all possible). Students can purchase the book through QTC by contacting the Library or source the book themselves.

DE046-506 students:

Anyabwile, Kristie. *Literarily: How Understanding Bible Genres Transforms Bible Study*. Chicago, IL: Moody, 2022.

or

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago, IL: Moody, 2023.

DE046-806 students:

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago: Moody, 2023.

or

Hernandez, D. *Engaging the Old Testament: How to Read Biblical Narrative, Poetry and Prophecy Well*. Grand Rapids, MI: Baker Academic, 2023.

Lectures are supported by handouts, class discussion time and readings. You will gain most from the lectures if you read any material in advance.

This unit is worth 6 credit points towards your qualification. A 6 credit point unit is considered to require a total time commitment of 10 hours per week across teaching and assessment weeks. Please contact the lecturer as a matter of urgency if you find that you are needing to spend significantly more time than this on DE046.

Students are required to attend all lectures, complete any set reading and complete any exercises and assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date. If you require an extension for one of your assessments, please contact the [QTC Registrar](#) as early as possible.

Teaching staff

LECTURER & UNIT CO-ORDINATOR

Fiona Millar

P 0478 652 149

E fmillar@qtc.edu.au

Please feel free to contact Fiona if you have any problems or concerns about the unit.

Other key contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E registrar@qtc.edu.au

Moodle and Turnitin functions and queries

Contact the Registrar for help if something on Moodle is not working, or if you need help using Moodle or Turnitin.

P 07 3062 6939

E registrar@qtc.edu.au

Library/Resources & Lecture recordings

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

Particularly for online students, you can contact the Librarian to request a chapter of a book or article emailed to you, or books posted to you.

Also contact the library for any queries about recordings of your class on Moodle. Please note: We do our best to upload recordings of all lectures to Moodle, but for various reasons they sometimes cannot be provided.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable

WEEK	LECTURE TOPICS
Week 1 12 February	<ul style="list-style-type: none"> Teaching the gospel-shaped Old Testament to children at different development stages: active learning methodologies, genre and text.
Week 2 19 February	<ul style="list-style-type: none"> Telling the story: unpacking Old Testament narrative and exploring notions of truth, tale and history with concrete thinkers.
Week 3 26 February	<ul style="list-style-type: none"> Encouraging children to sing the songs, learn to lament and explore their identity as worshippers through active learning experiences of poetry in the Old Testament.
Week 4 4 March	<ul style="list-style-type: none"> How to live 'The Beautiful Life' – teaching law to little law breakers without missing the beauty of God's good rule.
Week 5 11 March	<ul style="list-style-type: none"> Rescue and judgement in the prophetic writings – setting children's hearts and minds on eternity as they explore God's solemn warnings and anticipate future delight.
Week 6 18 March	<ul style="list-style-type: none"> Considering Wisdom with minds that crave absolutes and rebels who can't be good, demystifying apocalyptic writing through visual theology for children.

Information about assessments

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'. All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

An essay should reveal clear thinking and careful organisation, for, while the essay will be marked primarily on content, the format is important. The use of a standard format assists both the examiner and the student. Careful attention should be given to spelling, grammar and punctuation. Your submission should be a word document, double spaced, with a QTC assessment cover page (found on Moodle). Essays of 1500 words or more should have an abstract on the page before the essay proper.

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Referencing

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' All ideas of other authors and direct quotations from books and articles should be footnoted and included in the list of 'Works Cited'. A list of 'Works Consulted' may also be included, for resources read during research but not referred to in the assessment item. Where a Take Home Exam is required, there is no need to footnote the lectures or lecture notes or include them in your 'Works Cited.'

Assessment submission

Assessments are submitted **online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

Extensions and late penalties

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT Late Penalties Policy, the assessment marks will be reduced at the rate of 5% of the total possible marks for the assessment item per calendar day, up to 10 days late, after which point the mark awarded shall be zero. Where the assessment is a Take-Home Exam, the assessment marks will be reduced at the rate of 12% of the total possible marks for the assessment item per calendar day, up to 3 days late, after which point the mark awarded shall be zero.

Use of Artificial Intelligence

In accordance with the ACT Academic Misconduct Policy, the use of artificial intelligence tools (including, but not limited to, ChatGPT or similar), in any assessment task, including projects or theses, is considered Academic Misconduct. There are two exceptions:

- (i) where the use of the tool is for preliminary research on a topic, in which case the use of the tool including its name must be acknowledged.
- (ii) when the unit coordinator provides written authorisation for the use of an artificial intelligence tool for any other aspect of an assessment task, in which case any student use must be fully referenced.

Acknowledgement of the use of artificial intelligence should take the following form, placed after the list of 'Works Cited' in your assessment document:

Use of AI

Initial research conducted using *[AI generative tool]* on *[date(s)]*.
[AI tool] was used to *[purpose(s) for which the tool was used]*.

Example:

Initial research conducted using ChatGPT4 on 23 and 25 September, 2023.
 ChatGPT4 was used to locate articles on the topic of the historicity of Adam.

Word count

Do note carefully the number of words required for each assessment item, depending which level unit you are enrolled in.

Your submitted **assessment items must also be within 10% of the required word limit**, and failure to meet this requirement shall result in a penalty of 10% of the total possible mark being deducted. Please also note that **footnotes in their entirety should not exceed 25% of the prescribed essay length**. A 10% penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A **limit of 10% verbatim quotation applies in coursework essays**. If verbatim quotation exceeds 10% of total words, a 10% penalty may be applied. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments* (see also next page).

ACT standards: Grades

Grades in assessment instruments are awarded in the following categories:

Grade	Mark	Descriptor
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level

For ease of reference, we've included here the section *Length of Assignments* from the QTC Handbook. It answers many of the questions that often arise in the context of written assignments. All written assignments **must** conform to these instructions.

Length of Assignments (Word Count)

Assessment pieces must be kept within a 10% variation of the prescribed word length as set out in the applicable Unit Outline. For example, a 3,000-word essay must be between 2,700 and 3,300 words. The **total word count excludes the following** should they occur anywhere in the assessment item:

- abstract,
- appendices,
- list of 'Works Cited', and
- any referencing details such as footnotes

If an essay exceeds the number of required words by more than 10%, a penalty of 10% of the total possible mark will apply. Whether an essay is over the allowed length or not, students should work at not using more words than they need to make their case – this is an important skill to learn for ministry.

Footnotes can take the form of bibliographic references (e.g., the publication details of the book or journal being referenced) or the form of comments which may not fit well within the body of the essay. Neither type of footnotes will be counted towards your final word count, however, your **footnotes in their entirety should not exceed 25% of the prescribed essay length. A 10% penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length.** Footnote numbers for Take Home Exams should be consecutive throughout i.e., they should not re-start at 1 for each question.

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' SBL note style excludes the use of endnotes, and specifies that biblical texts, are cited parenthetically in the body of the text, e.g. Not only does God spare Rahab from destruction, but he elects her to play a crucial role in the ancestry of the Messiah (Josh 6:24–25).

You must, therefore, put biblical references in parentheses in the text, not in footnotes. The ACT has ruled that these parenthetical biblical references *will* count towards your total word count.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A limit of 10% verbatim quotation applies in coursework essays.

An essay should be formatted as continuous prose, therefore headings or titles should not ordinarily be used in essays. If headings or titles are used, they *will* be counted towards the total word count.

Appendices cannot be used to include extra material which does not fit with the body of the essay. When including appendices in essays, the student must assume the lecturer will *not* read the appendix/appendices or take appendix material into account when marking.

DE046-506 Assessments

The assessment for this unit is a portfolio of connected tasks from one Old Testament genre. Part A is due at the end of Week 4. Parts B & C are due together, the week after your classes have finished.

You must choose to focus on *one* of the following genres for the whole portfolio:

- a) Old Testament narrative
- b) the Old Testament law
- c) songs & prayers of the Old Testament
- d) Old Testament prophetic writings.

E.g., If you choose *OT narrative* for Part A of your portfolio, you must continue to focus on *OT narrative* for Parts B and C.

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio <u>Part A: Annotated plan of an opening activity</u> 750 words 40% of final grade ULO's addressed: A1; B2, 3; C1, 2 Due Friday 8 March</p>	<p>You are to write an annotated plan of an opening activity for a specified age group of children, introducing a passage from one of the following:</p> <ol style="list-style-type: none"> a) Genesis 3 or Genesis 11 (OT narrative) b) Deuteronomy 6:1-25 (OT law) c) Psalm 139 or 1 Samuel 2:1-11 (OT songs & prayers) d) Isaiah 6:1-13 or Daniel 7 (OT prophetic writing) <p>Your plan should detail the educational methodology and development theories employed in your approach.</p>
<p>Portfolio <u>Part B: Book Review</u> 750 words 20% of final grade ULO's addressed: A1; C1</p> <p><u>Part C: Script of a talk</u> 750 words 40% of final grade ULO's addressed: A1; B1, 2, 3; C1, 2 Due Thursday 28 March</p>	<p>Write a review of one of the following books (continuing with the genre you chose in Part A):</p> <ol style="list-style-type: none"> a) <i>The God Contest</i> (OT narrative) b) <i>The Ten Commandments for Children</i> (OT law) c) <i>Wonderfull: Ancient Psalms Ever New</i> (OT songs & prayers) d) <i>God's Daring Dozen: Zephaniah's Hero</i> (OT prophetic writing) <p>Write a script for a talk from the main teaching segment in a Children's Ministry programme from OT narrative / OT law / OT songs & prayers / OT prophetic writing (once again, keeping with the genre you chose for Part A).</p> <p>You may choose the same passage that you used in Part A or select an alternative passage from within the same genre.</p>

DE046-806 Assessments

The assessment for this unit is a portfolio of connected tasks from one Old Testament genre. Part A is due at the end of Week 4. Part B & C are due together, the week after your classes have finished.

You must choose to focus on *one* of the following genres for the whole portfolio:

- a) Old Testament narrative
- b) the Old Testament law
- c) songs & prayers of the Old Testament
- d) Old Testament prophetic writings.

E.g., If you choose *OT narrative* for Part A of your portfolio, you must continue to focus on *OT narrative* for Parts B and C.

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio <u>Part A: Annotated plan of an opening activity</u> 1250 words 40% of final grade ULO's addressed: A1; B2, 3; C1, 2 Due Friday 8 March</p>	<p>You are to write an annotated, research aware plan of an opening activity for a 3-12-year-old age span, introducing a passage from one of the following:</p> <ol style="list-style-type: none"> a) Genesis 3 or Genesis 11 (OT narrative) b) Deuteronomy 6:1-25 (OT law) c) Psalm 139 or 1 Samuel 2:1-11 (OT songs & prayers) d) Isaiah 6:1-13 or Daniel 7 (OT prophetic writing) <p>Your plan should detail the educational methodology and development theories employed in your approach.</p>
<p>Portfolio <u>Part B: Book Review</u> 750 words 20% of final grade ULO's addressed: A1; C1</p> <p><u>Part C: Script of a talk</u> 1250 words 40% of final grade ULO's addressed: A1; B1, 2, 3; C1, 2 Due Thursday 28 March</p>	<p>Write a review of one of the following books (continuing with the genre you chose in Part A):</p> <ol style="list-style-type: none"> a) <i>The God Contest</i> (OT narrative) b) <i>The Ten Commandments for Children</i> (OT law) c) <i>Wonderfull: Ancient Psalms Ever New</i> (OT songs & prayers) d) <i>God's Daring Dozen: Zephaniah's Hero</i> (OT prophetic writing) <p>Write a script for a talk, in your chosen Old Testament genre, from the main teaching segment in a Children's Ministry programme.</p> <p>You may choose the same passage that you used in Part A or select an alternative passage from within the same genre.</p> <p>Include an explanation and reflection.</p>

Guide to Assessments

In this section, more detailed advice is provided by the unit coordinator on how you should approach the assessments for the unit. The guidance given below should be read carefully, because it will help you to write your assessments, and because what is written below summarises key matters which will be taken into account in grading the work that you submit.

Portfolio – Part A: Annotated plan of an opening activity

The task requirements for **DE046-506 students** are designed to encourage students to demonstrate skills in identifying foundational aspects of child development and apply them to the introduction of an Old Testament text in an active learning context. The annotation that accompanies the plan should display evidence of awareness of genre, specific context and stage of child-development.

The task requirements for **DE046-806 students** demand critical awareness of contrasting teaching methodologies and evidence of advanced understanding of the characteristics of particular Old Testament genres. Theories of development should be referred to in the annotation which accompanies the plan and some evidence of differentiation within the task made explicit in the response.

The plan should be written in a clear, instructive tone, provide an appropriate starting point for a larger teaching session for children on the selected text and provide annotation detailing evidence of rationale and research-driven choices made by the student.

Portfolio – Part B: Review

DE046-506 students are required to review a book written for children and critique its effectiveness in conveying meaning. Assessment of its sensitivity to the genre of the original text and suitability to audience should be undertaken. Students will discuss visual elements of the book and refer to linguistic features in their answers.

DE046-806 students will be required to critically analyse the effective use of linguistic and visual devices by the author to convey meaning and assess the genre sensitivity of the children's book.

This exercise is designed to encourage the development of student's awareness of the key factors in play in writing children's material, to allow them to assess the hierarchy of importance in conveying meaning, replicating genre and teaching a point. Further, the impact of developmental levels of understanding on the cognisance of profound truths should be discussed.

Portfolio – Part C: Script of a Talk

DE046-506 students are required to demonstrate foundational understanding of their chosen genre through the shape and structure of their presentation. The talk must also show a basic grasp of the main thrust of a passage and communicate this in an appropriate form.

Evidence of cognisance of learning methodology and development stages will be present in their work. The material should be clear and engaging for the chosen age level.

DE046-806 students are additionally required to exhibit an advanced degree of understanding of the theological and pedagogical methodologies, offering some comparison in their responses. They must demonstrate critical awareness of contextual particularities and offer personal reflection on the choices they have made in the body of the talk with reference to genre and age differentiation.

The first component of this exercise involves the writing of a script for a children's talk. This must display understanding of the impact of genre and development stages on the shape and content of the talk.

The explanation and reflection required by **Level 8 students** involves justifying the choices you have made in your first section and a consideration of genre, learning styles and development stages both theoretically and specifically within the context of your local church family. Reference should be made to literature that discusses the methodology underlying your practice.

Learning resources

Required reading (prior to the commencement of classes, if at all possible):

For DE046-506 students -

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago, IL: Moody, 2023.

or

Anyabwile, Kristie. *Literarily: How Understanding Bible Genres Transforms Bible Study*. Chicago, IL: Moody, 2022.

For DE046-806 students -

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago, IL: Moody, 2023.

or

Hernandez, D. *Engaging in the Old Testament: How to Read Biblical Narrative, Poetry and Prophecy Well*. Grand Rapids, MI: Baker Academic, 2023.

Options for Book Reviews:

Laferton, Carl and Catalina Echeverri. *The God Contest*. Epsom, Eng: The Good Book Company, 2021.

or

Cammenga, R. and Anna Sebastian. *The Ten Commandments for Children*. Jenison, MI: Reformed Free Publishing Association, 2023.

or

Machowski, Marty. *Wonderfull: Ancient Psalms Ever New*. Greensboro, NC: New Growth, 2020.

or

Brown, J., & Wright, B. *God's Daring Dozen: Zephaniah's Hero*. Tain, Ross-shire: Christian Focus, 2021.

General resources:

Anyabwile, Kristie. *Literarily: How Understanding Bible Genres Transforms Bible Study*. Chicago, IL: Moody, 2022.

Ash, Christopher. *Teaching Psalms Vols. 1 &2*. Fearn, Ross-shire: Christian Focus, 2017. (Level 8)

Ash, Christopher. *Psalms for you: How to pray, how to feel and how to sing*. Epsom, Eng: The Good Book Company, 2020. (Level 5)

Berryman, J. W. *15 Enrichment Presentations for Fall: key figures among the people of God*. The Complete Guide to Godly Play 6. New York: Moorehouse Education Resources, 2006.

Carmichael, Stephanie. *Their God is so Big: Teaching Sunday School to children*. Sydney, NSW: Matthias Media, 2000.

- Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago, IL: Moody, 2023.
- Fee, Gordon D. & Stuart, D. *How to read the Bible for all its Worth*. 4th ed. New York: Harper Collins, 2022. (Level 8)
- Gibson, David. *Destiny: Learning to Live by Preparing to Die*. London: IVP, 2017.
- Ginsburg, M., "Improving educational quality through active-learning pedagogies: A comparison of five case studies." *Educational Research* 1.3 (2010): 62-74.
- Hyde, B., "Godly Play Nourishing Children's Spirituality: A Case Study." *RelEd* 105.5, (2010): 504-518.
- Klumpenhower, Jack. *Show them Jesus*. Greensboro, NC: New Growth, 2014.
- Leithart, P.J. *The Ten Commandments: A Guide to the Perfect Law of Liberty*. Washington: Lexham, 2020. (Level 8)
- Machowsky, Marty. *Wise Up! Proverbs for the Classroom*. Greenboro, NC: New Growth, 2022.
- Millar, Gary. *Read this First*. Epsom, Eng: The Good Book Company, 2022. (Level 5)
- Mitchell, Alison. *Starting out in Children's Ministry*. Epsom, Eng: The Good Book Company, 2016. (Level 5)
- Silberman, M., *Active Learning: 101 Strategies to Teach Any Subject*. Des Moines, IA: Prentice-Hall, 1996.
- Stonehouse, Catherine. "Knowing God in childhood: A study of Godly Play and the spirituality of children." *CEJ* 5.2 (2001): 27-45.
- Wilcock, Michael. *In the Days of the Kings*. Fearn, Ross-shire: Christian Focus, 2010.

Relevant journals:

Christian Education Journal
International Journal of Children's Spirituality
Journal of Christian Education
Journal Children's Faith Foundation
Religious Education
Scriptura
Review and Expositor
Theology Today

JOURNAL ARTICLES

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, take-home exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the online Journal Databases

QTC makes available the following Journal Databases which will be useful for finding information for your assessments:

- ATLASerialsPlus – available via EBSCO

ATLASerialsPlus is the full text version of the ATLA Religion Database (ATLA). This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. Coverage of this database dates back to 1949.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print or save.

Access the databases via the QTC Library Webpage

<https://www.qtc.edu.au/students/resources/library/databases/>

and login with the username and password provided on Moodle under the QTC Library unit.