



DE047-506/806 Teaching the Bible to Children – New 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 – New Testament**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2026

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 AUT Handbook**, copies of which may be found in the Library or online at www.aut.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 AUT's **Academic Misconduct Policy**, as well as AUT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the AUT website. Failure to comply with the standards required will incur penalties as outlined in the relevant AUT Policies.

The attention of students is also drawn to the section in the current AUT 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 AUT. See the AUT "Moderation Policy" and "Moderation Procedure" at www.aut.edu.au/documents/ for full details.

Information about this unit

Unit overview

The learning and assessment activities of this unit in Semester 1 2026 will occur as follows:

Week 1 – Monday 30 March

(Mid-Semester Break – no classes on Monday 6 & 13 April)

Week 2 – Monday 29 April

Week 3 – Monday 27 April

Portfolio – Part A DUE Monday 27th April

(Labor Day public holiday – no classes on Monday 4 May)

Week 4 – Monday 11 May

Week 5 – Monday 18 May

Week 6 – Monday 25 May

Portfolio – Part B & C DUE Friday 29th May

Note: This 6-credit point unit will be preceded by its partner 6 credit point unit, DE046 *Teaching the Bible to Children - Old Testament*, which finishes on Monday 16 March 2026, and will have its final assessment due on Thursday 26 March 2026.

Unit description

The unit *Teaching the Bible to Children – New 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.

AUT Census date

1 May 2026

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 1 May 2026. 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

DE047-506 Learning Outcomes

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

A. Know and understand

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

B. Be able to:

1. Select appropriate methodologies to teach New Testament texts.
2. Apply knowledge about the gospels to differentiation in methodological approach.
3. Discover methodological tools to unpack theological truths from the epistles for concrete learners.

C. Be in a position to:

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

DE047-806 Learning Outcomes

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

A. Know and understand

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

B. Be able to:

1. Critically assess the effectiveness of contrasting methodologies in teaching New Testament texts.
2. Investigate unique qualities of individual gospels and write material that reflects these differences.
3. Critically assess the effectiveness of different methodological tools to unpack theological truths from the epistles for concrete learners.

C. Be in a position to:

1. Apply knowledge, perspectives and skills from 'Teaching the Bible to Children – New 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 AUT Undergraduate Certificate of Ministry and the AUT Graduate Certificate of Divinity i.e., 48 credit points in total.

This unit explores the different types of New 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 New 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 address the specific challenges of teaching the Old 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 three hours of lectures on Monday evening (on campus, and live-streamed).

Students are required to read 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.

DE047-506 students:

Anyabwile, Kristie. *Literarily: How Understanding Bible Genres Transforms Bible Study*. Chicago, IL: Moody, 2022. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

and

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago, IL: Moody, 2023. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

DE047-806 students:

Coakley, J. F. *14 Fresh Ways to Enjoy the Bible*. Chicago: Moody, 2023. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

and

Ryken, Leland. *How to Read the Bible as Literature... and Get More Out of It*. Grand Rapids: Zondervan Academic, 1984. (Level 8) [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

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 DE047.

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

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 30 March	<ul style="list-style-type: none"> • Teaching the New Testament to children at different developmental stages: active learning methodologies, genre and text.
MID-SEMESTER BREAK: No class Monday 6 & 13 April	
Week 2 20 April	<ul style="list-style-type: none"> • Teaching the Gospels Part I <ol style="list-style-type: none"> a) unpacking different kinds of writing in the accounts of Jesus' life and death – narrative, didactic teaching, parables, wisdom b) The particularity of the gospels: teaching children from each book with a developmentally appropriate awareness of author, structure and purpose.
Week 3 27 April	<ul style="list-style-type: none"> • Teaching the Gospels Part II <ol style="list-style-type: none"> a) Narrative in the Gospels and Acts b) Telling the One Big Story to children, before and after the Cross.
LABOR DAY PUBLIC HOLIDAY: No class on Monday 4 May	
Week 4 11 May	<ul style="list-style-type: none"> • The Letters Part I <ol style="list-style-type: none"> a) Teaching the whole letter b) Teaching Big Truths to Young Hearts
Week 5 18 May	<ul style="list-style-type: none"> • The Letters Part II <ol style="list-style-type: none"> a) Encouraging children to live as part of God's forever family without reducing the Beautiful Life to a to-do list. b) Teaching the letters as part of the One Big Story from Creation to New Creation
Week 6 25 May	<ul style="list-style-type: none"> • Other types of writing in the New Testament • Setting Children's hearts and minds on eternity as they explore apocalyptic writing.

Information about assessments

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the AUT 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 AUT 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 and academic misconduct

In accordance with [AUT Policy](#), academic misconduct encompasses the use of artificial intelligence tools (including, but not limited to, ChatGPT, Microsoft Copilot or similar), in any assessment task, including project or thesis. There are three exceptions and a general requirement:

- a) Exception 1: to conduct preliminary research on a topic. Preliminary research is a step prior to writing. Acceptable AI use for preliminary research includes use for an initial topic search, to clarify key terms, to identify useful starting readings, translating readings into another language, or to summarise a reading to ascertain its relevance. Non-acceptable AI use for preliminary research use includes using a tool to provide answers to the assessment task, or a paraphrase of the assessment task, and using any generated content from AI directly in a submitted piece of assessment. Where used for preliminary research the name and version number or date of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared in text or in an Appendix;
- b) Exception 2: to obtain general advice on spelling and grammar. However, students should not use explicit AI features added into a grammar tool; for example, using Word or Grammarly for grammar advice is acceptable, but using an additional AI tool added into a grammar tool, like GrammarlyGO, is not acceptable). Students writing in a language other than their first language can use AI for general advice on spelling and grammar, but not for translating their written work;
- c) Exception 3: in the case where a lecturer provides written authorisation for the use of an artificial intelligence tool for defined aspects of an assessment task, in which case any student use must be declared and fully referenced. The name and version number of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared and an Appendix showing student prompts to the AI and the AI responses must be included. Written authorisation can be provided in assignment instructions;
- d) General Requirement: All students must use the assessment coversheet required by their Affiliated College, and keep drafts of all assessment tasks in order to provide these to lecturers if concerns are raised about potential misuse of AI tools (NB: software such as Word automatically keeps a version history containing drafts). NB: The University uses software (Turnitin) to detect potential cases of plagiarism and misuse of AI tools

QTC does not allow the inputting of materials provided by the lecturer (e.g. lecture notes and recordings) into AI tools.

This is clearly an evolving area, and this policy will be updated as time goes on.

Acknowledgement of the use of AI on the coversheet should take the following form:

Use of AI

Initial research conducted using [AI generative tool] [version] on [date(s)].

[AI tool] was used to [purpose(s) for which the tool was used].

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).

AUT 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 AUT 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.

DE047-506 Assessments

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

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio</p> <p><u>Part A: Participation in class discussion - Comparison of published lessons</u></p> <p>10% of final grade</p> <p>UOs addressed: A1; B1, 2; C1, 2</p> <p>Due Monday 27 April</p>	<p>Compare two published lessons on the same New Testament text (from the approved resources), assessing their strengths and weaknesses including appropriateness to genre.</p> <p>Approved resources will be provided on Moodle.</p>
<p>Portfolio</p> <p><u>Part B: Reflective response</u></p> <p>750 words</p> <p>30% of final grade</p> <p>UOs addressed: A1; C1</p> <p><u>Part C: Written programme</u></p> <p>1000 words</p> <p>60% of final grade</p> <p>UOs addressed: A1; B1, 2, 3; C1, 2</p> <p>Due Friday 29 May</p>	<p>Write a reflective response to Chapter 7 of Jack Klumpenhower's <i>Show Them Jesus: Teaching the Gospel to Kids</i>. (Jack Klumpenhower, "The Longest List in Church: Teaching the Good News from the New Testament," Pages 125-141 in <i>Show them Jesus: Teaching the Gospel to Kids</i>.)</p> <p>In your response you should discuss:</p> <ol style="list-style-type: none"> 1. the problem Klumpenhower outlines 2. his suggested solution 3. your reflections on his methodology. <p>Write a programme for a Christmas or Easter celebration for children including a short Bible talk and a variety of active learning experiences.</p> <p>Your answer should:</p> <ol style="list-style-type: none"> 1. be based on a short passage from one of the gospels 2. have a clear big idea 3. model methodology explored in the unit.

DE047-806 Assessments

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

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio</p> <p><u>Part A: Class discussion - Critique of published lessons</u></p> <p>1000 words</p> <p>35% of final grade</p> <p>ULO's addressed: A1; B1, 2; C1, 2</p> <p>Due Monday 27 April</p>	<p>Deliver a critique of two published lessons on the same New Testament text (from the approved resources), assessing their strengths and weaknesses with reference to current pedagogy and practice, including the effective implementation of teaching and learning methodologies appropriate to genre.</p> <p>Approved resources will be provided on Moodle.</p>
<p>Portfolio</p> <p><u>Part B: Critical analysis</u></p> <p>1250 words</p> <p>30% of final grade</p> <p>ULO's addressed: A1; C1</p> <p><u>Part C: Written programme</u></p> <p>1500 words</p> <p>60% of final grade</p> <p>ULO's addressed: A1; B1, 2, 3; C1, 2</p> <p>Due Friday 29 May</p>	<p>Write a critical analysis of Chapter 9 of Scottie May et al., <i>Children Matter</i>, examining its pedagogical significance to teaching the New Testament to children. (Scottie May et al., "Children and Story," Pages 173-189 in <i>Children Matter: Celebrating their Place in the Church, Family and Community</i>.)</p> <p>In your response you should consider:</p> <ol style="list-style-type: none"> 1. May's estimate of the power of story for children 2. the different kinds of story contained in the New Testament 3. the responsibilities of story tellers. <p>Write a programme for a Christmas or Easter celebration for children including a short Bible talk and a variety of active learning experiences.</p> <p>Your answer should:</p> <ol style="list-style-type: none"> 1. be based on a short passage from one of the gospels 2. have a clear big idea and learning outcomes 3. model various methodologies explored in the module.

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: Comparison (L5) / Critique (L8) of published lessons

The task requirements for **DE047-506 students** are designed to encourage students to demonstrate skills in identifying foundational aspects of child development and apply them to the selection of appropriate teaching materials. Students will also be required to display the capacity to transfer their understanding of the nature, shape and forms of different genres of New Testament to the comparison of different curricula.

The task requirements for **DE047-806 students** demand critical analysis of examples of authorial choices made by the writers of the curricula examined. Students must demonstrate a comprehensive grasp of child development theory. Students must also display a capacity to translate that understanding to their assessment of the specific piece of children's literature under review.

Portfolio – Part B: Reflective response (DE047-506) / Critical analysis (DE047-806)

DE047-506 students are required to identify and discuss particular elements of an individual methodology and offer personal reflection on how this approach might enhance the student's ministry in practice.

DE047-806 students will be required to critically assess the strengths and weaknesses of a particular pedagogy and to reflect on ways in which elements of this approach may be effectively integrated into the student's ministry in practice.

Portfolio – Part C: Written programme

DE047-506 students are required to demonstrate foundational understanding of the integration of theological and pedagogical methodologies of children's ministry to their local context and to be able to articulate standards of professional, safe and ethical practice. Their programme must demonstrate awareness of differentiation by development stage and show some appreciation of contextual particularities.

DE047-806 students are additionally required to exhibit an advanced degree of understanding of the theological and pedagogical methodologies, offering some integration of approach in their responses. They must demonstrate critical awareness of contextual particularities.

The genre-sensitive nature of this task is a key feature to be assessed. Students, at both levels, must craft a programme that uses the form and shape of the biblical text as well as its meaning to give children a holistic encounter with the chosen passage of Scripture.

Learning resources

Required pre-reading

DE047-506 students:

Anyabwile, Kristie. *Literarily: How Understanding Bible Genres Transforms Bible Study*. Chicago: Moody, 2022. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

Coakley, James F. *14 Fresh Ways to Enjoy the Bible*. Chicago: Moody, 2023. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

DE047-506 students:

Coakley, James F. *14 Fresh Ways to Enjoy the Bible*. Chicago: Moody, 2023. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

Ryken, Leland. *How to Read the Bible as Literature... and Get More Out of It*. Grand Rapids: Zondervan Academic, 1984. (Level 8) [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

Published Lessons for Part A of Portfolio

Published Lessons will be provided on Moodle.

Text for Part B of Portfolio

DE047-506 students:

Klumpenhouwer, Jack. *Show them Jesus: Teaching the Gospel to Kids*. Greensboro, NC: New Growth, 2014. [\[available as ProQuest eBook through QTC Library\]](#)

DE047-806 students:

May, Scottie. *Children Matter: Celebrating their Place in the Church, Family and Community*. Grand Rapids, MI: Eerdmans, 2005. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

General resources

Carmichael, Stephanie. *Their God is so Big: Teaching the Bible to Children*. Sydney, NSW: Matthias Media, 2000. [\[available as eBook via archive.org\]](#)

Estes, Douglas & Ruth Sheridan eds. *How John Works: Storytelling in the Fourth Gospel*. Atlanta, GA: SBL, 2016. [\[available as EBSCO eBook through QTC Library\]](#)

Fee, Gordon D. & Stuart, Douglas. *How to read the Bible for all its Worth 4th ed*. New York: Harper Collins, 2022. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

Galea, Sandy. *Children's talks: A Practical Guide*. Sydney, NSW: SMBC, 2002.

George, A. *Children's Perceptions of the Role of Biblical Narratives in their Spiritual Formation*. Carlisle, UK: Langham Monographs, 2017.

[Ginsburg, M. "Improving educational quality through active-learning pedagogies: A comparison of five case studies." Educational Research 1.3 \(2010\): 62-74.](#)

Hendricks, Howard G. *Living by the Book: The Art and Science of Reading the Bible*. Chicago, IL: Moody, 2007. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

McLaughlin, Rebecca. *Navigating Gospel Truth: A Guide to Faithfully Reading the Accounts of Jesus's Life*. Nashville, TN: Lifeway, 2023.

Millar, Gary. *Read this First*. Surrey: The Good Book Company, 2022. [\[available as Perlego eBook for unlimited users through QTC Library\]](#)

Mitchell, A. *The One O'clock Miracle Storybook*. Surrey: The Good Book Company, 2015.

Ryken, Leland. *How Bible Stories Work: A Guided Study of Biblical Narrative*. Bellingham, WA: Lexham, 2015.

Ryken, Leland. *Sweeter Than Honey, Richer Than Gold: A Guided Study of Biblical Poetry*. Bellingham, WA: Lexham, 2015.

Ryken, Leland. *Letters of Grace and Beauty: A Guided Literary Study of New Testament Epistles*. Bellingham, WA: Lexham, 2015.

Ryken, Leland. *Jesus the Hero: A Guided Literary Study of the Gospels*. Bellingham, WA: Lexham, 2015.

Ryken, Leland. *Symbols and Reality: A Guided Study of Prophecy, Apocalypse and Visionary Literature*. Bellingham, WA: Lexham, 2015.

Ryken, Leland. *Short Sentences Long Remembered: Proverbs/Wisdom Literature*. Bellingham, WA: Lexham, 2015.

Silberman, M. *Active Learning: 101 Strategies to Teach Any Subject*. Des Moines, IA: Prentice-Hall, 1996.

Taeger, S. "The World Made Flesh: Teaching the Gospel Concretely". *Religious Educator* 18.1 (2017): 48–61.

Viertel, Franziska E., and Oliver Reis. "How Children Co-Construct a Religious Abstract Concept with Their Caregivers: Theological Models in Dialogue with Linguistic Semantics" *Religions* 14.6: (2023): 728.

Relevant journals

International Journal of Children's Spirituality

Journal of Christian Education

Journal Children's Faith Foundation

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.