

Students in Public exemplar details

Faculty, School and Subject Area: Cliff College (validated by the University of Manchester)

Course Unit/activity: CE Contextual Evangelism

Course Unit Director/activity leader: Dr Walter Riggans

What is the assignment/knowledge product for dissemination to a public audience?

In this Level 5 unit, there are three distinct modes of assessment, and students are free to choose whichever one suits their purpose in taking the unit.

a) One mode is a traditional, 3,000 word essay, comprising 100% of the unit grade. Students choose one from a list of biblical concepts, and critically reflect on the challenges posed in communicating its meaning either to someone in another faith community or to someone with a postmodern Western worldview. The list of words will be changed every year in order to help to design out any plagiarism.

b) One mode comprises two parts, both of which must be submitted. The first part comprises 40% of the unit grade, and the second part comprises 60%.

- i) Students write a 1,000 word pamphlet / brochure entitled, 'The Life of Jesus'. This must be based on, and presented as, a series of gospel passages, from across the gospels, linked together with a narrative designed to speak to a particular faith community or to someone with a postmodern Western worldview. The pamphlet / brochure should include the passages quoted in full, but the quoted passages, which must include their references, will not be included in the word count. This is deemed important, since in any actual pamphlet / brochure the passages would be presented in full. The aim is to produce a document that could actually be produced and used.
- ii) Students write a 2,000 word justification for their 'Life of Jesus'. This will include a summary of the particular community context, the perceived needs of that community, the reasons for the choice of gospel passages, and the rationale behind the narrative of the final document, including the sequencing of the gospel passages.

c) One mode comprises two parts, both of which are required. The first part comprises 50% (2 x 25%) of the unit grade, and the second part breaks down into two discrete assessments, one of which comprises 20% (2 x 10%) of the unit grade and the other of which comprises 30% (2 x 15%) of the unit grade.

- i) Students write two 750-1,000 word evangelistic addresses, based on the same biblical passages, but for different communities. Any passages from the Bible should be quoted in full; the quoted passages, which must include their references, will not be included in the word count. The scripts will be assessed by the tutor.
- ii) Students present each address to the class. These presentations will take place within the final class session. The presentations will be assessed by the class, with each mark given, anonymously, to the tutor. The presentations will also be assessed by the tutor.

Why was it introduced?

This Level 5 10 credit unit seeks to give students an understanding of the way evangelism must be shaped in line with context, to be not only effective, but also faithful to key Christian principles. The

aims focus on preparation for involvement in contextual evangelism, including the development of skills and abilities to be used in post-Christian contexts. The critical reflection on practice, which is another aim of the unit, is most appropriately fit for purpose in this unit when aligned to student preparation for practice. Therefore, the decision was made to enhance the value of the unit by introducing appropriate modes of assessment, while allowing a traditional essay mode for students who may nonetheless prefer this mode.

Where is/could it be published?

Currently, it is only 'published' on the Cliff College Moodle VLE for student use. Assuming that there are no problematic issues with the University's plans vis-à-vis the use of the new database, I do not anticipate any difficulty in allowing this to be accessible there.

What are the challenges (e.g. copyright)?

The development of this three-fold option regarding assessment mode, and the particulars of the second and third modes were entirely my own. I do not presume that no one else is using similar modes, but I did not derive this assessment from any other source. Therefore, I see no copyright difficulty.

The fact that the third mode of assessment includes peer assessment may be problematic for some, but that is to do with the mode itself, not the particular use of it in this unit.

What are the student perceptions/responses/attainment?

Over the two years that this suite of assessment modes has been in use, students have appreciated the choice very much indeed. Each student can play to his/her strengths or choose to stretch her/himself with a mode of assessment that will help to prepare them for an aspect that may well become part of their ministry. The breakdown in terms of numbers is about one third for each mode over the time.

At the time of writing, not all assessments for this academic year have been submitted, but the average marks for both the pamphlet and the oral presentations have been higher over the two years than for the traditional essay. It may be that the higher marks in the non-traditional modes of assessment are a result of those students with a real commitment to the aims of the unit investing their best attention and efforts in the assessment preparation and presentation for the non-traditional modes.

If published, how do you monitor use of the resource/s?

The unit lead is aware of the use that has been made of the assignment submissions only through volunteered feedback by students after the event.

Any other comments

BA (Hons) in Theology

Contextual Evangelism (Level 5)

Unit Descriptor

GENERAL INFORMATION

Credit rating	10
Course Unit Title	Contextual Evangelism
Unit Code	CE
Unit Level	5
Contact Hours	16
FHEQ Level	Bachelors (Hons)
Teaching Period	Semester 2
Teaching Staff	Dr Walter Riggans
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The Contextual Evangelism course seeks to give students an understanding of the way evangelism must be shaped in line with context, to be not only effective, but also faithful to key Christian principles.

COURSE UNIT OVERVIEW

The Contextual Evangelism course seeks to give students an understanding of the way evangelism must be shaped in line with context, to be not only effective, but also faithful to key Christian principles.

AIMS

The Contextual Evangelism unit seeks to:

- Introduce students to the underlying concepts and principles of Contextual Evangelism.
- Prepare students for their own involvement in Contextual Evangelism.
- Encourage the development of critical reflection on the place of Christian evangelism in contemporary contexts.
- Enable students to develop skills and identify gifts appropriate to evangelism in both post-Christian and non-Christian contexts.

LEARNING OUTCOMES

KNOWLEDGE AND UNDERSTANDING

By the end of this course students will be able to:

- Explain the historical context and contemporary practice of contextual evangelism.
- Describe the expressions of contextual evangelism in different traditions.
- Demonstrate an awareness of the cultural and ideological issues surrounding the practice of contextual evangelism.
- Articulate the importance of integrating the theory and practice of contextual evangelism.

INTELLECTUAL SKILLS

By the end of this course students will be able to:

- Demonstrate an awareness of the complex nature of contextual evangelism.
- Engage with a wide variety of approaches to contextual evangelism.
- Analyse and begin to interpret the impact of context and culture on evangelism.
- Display an ability to be reflective on one's own experience of contextual evangelism.

PRACTICAL SKILLS

By the end of this course students will be able to:

- Demonstrate appropriate information technology skills, including internet communication, information retrieval, online literature and library database searching.
- Prepare appropriate resources for evangelism in different cultural contexts.
- Prepare appropriate methods for evangelism in different cultural contexts.

TRANSFERABLE SKILLS AND PERSONAL QUALITIES

By the end of this course students will be able to:

- Structure and communicate ideas effectively, both orally and in writing, to audiences of differing theological abilities.

- Develop problem-solving skills, and demonstrate the ability to locate, analyse and utilise information.
- Work independently and direct their own learning.
- Assess the relevance and importance of the ideas of others.
- Become aware of their own perspectives on issues, and how these affect others.

EMPLOYABILITY SKILLS

The course will enable students to demonstrate their preparedness for ministry in any context, by:

- developing their awareness of the need to understand and respect each culture in order for there to be meaningful interaction with individuals within those cultures.
- developing their skills in planning and creating appropriate resources for different audiences.
- developing their skills in planning appropriate methods for delivering messages to different audiences.

SYLLABUS

Session 1:	Becoming culturally self-aware
Sessions 2	Mission and Culture
Session 3:	Cultural Identity and Worldview
Sessions 4 Cross-	Bounded, Centred and Fuzzy Sets – and the Beginnings of a Cultural Adventure
Session 5	Inculturation, Indigenisation and Adaptation
Session 6:	Contextualisation
Session 7:	Two Principles and Crossing Barriers
Session 8:	Translation and Translatability
Session 9:	Mission as both Guest and Host
Session 10:	Can the West be converted?

TEACHING AND LEARNING METHODS

The course consists of a mixture of introductory and topical lectures, small group

presentations by students, exegetical exercises, case studies, and directed reading in both Christian and non-Christian resources.

Assessment task	Length	Weighting within unit
<u>Formative assessment:</u>		
Essay outline	500 words	none
<u>Summative assessment:</u>		
Either		
A written 'Life of Jesus' assignment	1,000 words	40%
PLUS		
Justification of the choices made for the presentation	2,000 words	60%
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Or		
Prepare and deliver two scripted, short, public addresses:		
The two scripts will be assessed by the tutor	Each script = 750-1,000 words;	Each script = 25% (50% of total)
The delivery for each will be assessed (a) by the class peer group and	Each delivery = 5 minutes	Each peer group assessment = 10% (20% of total)
(b) by the tutor		Each tutor assessment = 15% (30% of total)
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Or	----- --	---
Critical reflection on communicating a selected theological	3,000 words	100%

concept into a different religio-cultural context		
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FEEDBACK METHODS

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| <ul style="list-style-type: none">• Individual oral feedback on formative assessment• Written feedback on summative assessment• Oral group feedback on group-led seminar sessions |
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SCHEDULED ACTIVITY HOURS

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| <ul style="list-style-type: none">• 10 x 90 minute lectures / class sessions• 1 x 30 minute individual tutorial• 1 x 30 minute group tutorial |
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PLACEMENT HOURS

Not Applicable

INDEPENDENT STUDY HOURS

84 hours
