

RESOURCES FOR TRANSFIGURING TRANSFORMATIONAL TEACHING



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Annotated Bibliography on Transformational Teaching

The recommended books in this annotated bibliography provide rich insight into various dimensions of transformational teaching. None of the selected resources provide a comprehensive understanding of transformational teaching. Some of these suggested resources may be considered out of the ordinary or, should we say, outside the range of common evangelical themes in the past century. These resources, however, provide important awareness of historic, spiritual, and pedagogical issues, revealing current limitations and providing atypical insight needed to renew our vigor for Christian education. All of the resources will potentially enrich our understanding, call forth spirited visionary dialog, and invite us to revitalized participation in a Spirit-led movement of transfiguring transformational teaching.

Finding God in the Graffiti: Empowering Teenagers Through Stories. 2012. Frank Rogers, Jr. Pilgrim Publishing.

This is perhaps the best work regarding the use of narrative pedagogy in Christian contexts. Rogers describes the theological, philosophical, and pedagogical theoretical underpinnings of narrative pedagogy in great detail while providing examples of how narrative pedagogy can be used for a myriad of educational purposes and in various teaching contexts. Christian educators will benefit from this work and find Rogers's creativity refreshing and useful in facilitating transformational teaching practices in the local church.

Teaching as a Sacramental Act. 2004. Mary Elizabeth Mullino Moore. Pilgrim Publishing.

This book posits that Christian teaching, at its core, can be a grace-mediating (sacramental) practice that gives life, produces hope, and can enable the

reconstruction of a broken world. Moore's writing is creative, yet technical, interweaving narrative and deep theological truths in an attempt to craft pedagogy that is faithful to the Christian tradition. While Moore herself is a process theologian, evangelical Christian educators will no doubt benefit from this theologically driven work.

Teaching and Christian Practices: Reshaping Faith and Learning. 2011. Edited by David I. Smith and James K.A. Smith. Wm. B. Eerdmans Publishing Co.

The integration of faith and learning has been a topic of interest among those studying Christian higher education. However, the so-called integration of faith and learning deals more with how Christian faith transforms particular disciplines, as opposed to how Christian faith transforms pedagogy. These scholarly conversations recognize the contextual and embodied nature of formational pedagogy in contrast to common misconceptions of formation via rational deliberation. Several contributors describe ways in which they have integrated traditional Christian practices into their classrooms in order to create a space for true transformation to occur. The result is a volume rich with insight, wisdom, and honesty, as these Christian educators wrestle with how to make teaching a truly Christian and transformational practice.

The Teacher's Way: Teaching and the Contemplative Life. 2005. Maria Lichtmann. Paulist Press.

Lichtmann argues for a pedagogical approach she calls *contemplative teaching*, which blends contemplative spirituality with teaching practice. A rethinking of the ancient practice of *lectio divina* (spiritual reading) provides the guiding framework for contemplative teaching by emphasizing attention, reflection, receptivity, and transformation in the teaching process. This book is one of the few that attempts to craft a distinctively Christian approach to teaching grounded in spirituality and transformational in nature.

Teaching that Transforms: Facilitating Life Change Through Adult Bible Teaching. 2010. Richard Melick and Shera Melick. Broadman and Holman Academic.

This text is unique in that it gives attention to the need for understanding the Bible and biblical hermeneutics from an evangelical perspective, but also describes cutting-edge approaches in adult education (andragogy) in a way not dealt with in most related texts. Rick and Shera Melick argue for an approach to teaching they call the Star Method for Transformational Teaching,

which seeks to integrate biblical principles with adult teaching practices. This work will expose educators who are well-versed in biblical knowledge to more effective ways of allowing the Bible to transform the hearts and minds of adult learners.

Neuroscience, Psychology, and Religion: Illusions, Delusions, and Realities about Human Nature. 2009. Michael Jeeves and Warren S. Brown. Templeton Foundation Press.

The field of neuroscience cannot be ignored when exploring questions related to human nature and religious experience. This introductory text, the second in the Templeton Science and Religion series, details the explosion of neuro-technology, the relationship between the mind and body, consciousness, morality, and the relationship between neuropsychology and religiosity. This work will prove helpful to educators interested in how neuroscience affects religious belief in order to formulate transformational teaching practices.

The New Science of Teaching and Learning: Using the Best of Mind, Brain, and Education Science in the Classroom. 2009. Tracey Tokuhama-Espinosa. Teachers College Press.

This book provides information on the evolving study of Mind, Brain, and Education (MBE) science, a cross-disciplinary field encompassing elements of neuroscience, cognitive psychology, and learning theories. The book is highly practical and provides examples for teachers on how to successfully apply MBE science to their teaching practices.

Connecting Brain Research with Effective Teaching: The Brain-Targeted Teaching Model. 2003. Mariale M. Hardiman. R & L Education.

The Brain-Targeted Teaching Model posited by this book is a unique educational framework that enables educators to apply cutting-edge neuroscience research to educational practice. This thorough book describes numerous stages of the educational process, including the emotional and physical learning environment and the evaluation of teaching practice, and how neuroscience research can transform each of these stages.

Experience The Mystery: Pastoral Possibilities for Christian Mystagogy. 1994. David Regan. The Liturgical Press.

Through a rich discussion of the historical, spiritual, and pedagogical significance of the ancient church practice of mystagogy, David Regan chal-

lenges us to reunite spirituality with theology and pastoral action such as teaching to recover the fullness and depths of Christian formation. Regan's promotion of a mystagogic approach to Christian religious education stresses the experiential as a counter balance to the exclusively intellectualized doctrinal catechesis. A recovery of mystagogy, as described by Regan, could provide a fresh dimension to our vision and goal for transformational teaching, a dimension that would clearly align with the notion of transfiguring transformational teaching promoted in the articles of this special focus.

Effective Bible Teaching. 2012. James Wilhoit and Leland Ryken. Baker Academic.

Since transformational teaching is grounded in dynamic engagement with Scripture, it is essential for us, and our students, to keep in tune with vital updated Bible teaching practices. Jim Wilhoit and Leland Ryken provide a wealth of fresh insight on the "what" and "how to" of passionate and reliable Bible teaching and Bible study for the sake of transformational ministry.

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