Doctoral Research Report: Pedagogy for Christian Worldview Formation

Target: Academic Leaders
Facilitator: Rob Lindemann, VP of Academics, Horizon College & Seminary
Location: Palms I
- Discover findings from doctoral research on pedagogy for worldview formation
- Consider processes used by expert faculty for instructional design and assessment of students’ worldview development.
- Review a pedagogical model discovered through grounded theory research

ABSTRACT Many ABHE schools feature worldview formation as part of their learning objectives, as evidenced in their various promotional materials. An institution teaches a worldview with intentionality, enculturates it through community life, reinforces it through human interaction, and passes it on through symbols and stories. ABHE accreditation standards require colleges to demonstrate how all programs support the development of a biblical worldview. This requirement necessitates a search for teaching and assessment approaches that can best serve this essential goal. In this article, the author reports on qualitative research with ABHE schools and offers a pedagogical theory for supporting students’ lifelong development of worldview. This theory shows how college teachers can clarify their goals, set relevant objectives, employ effective teaching strategies, and use helpful assessment methods.

Purpose of research:

Highlights from the established literature:

Notes on the methodology:
Highlights from the research results:

Review of Pedagogical Model:

Figure 1: A model for Christian worldview pedagogy. The four pedagogical goals in text boxes are comprised of the main elements represented in the circles connected by a flow of instructional design, delivery, assessment, and improvement represented by the arrows. The surrounding circles stand for the environment within which those elements exist. The double lines between the circles and textboxes represent both limitations and dangers inherent to the element.

1. **Clarity on goal.** Because there are several components to a worldview that a college education addresses, teachers should focus their efforts on what they are equipped to do well in their scope of the curriculum.
2. **Relevant holistic objectives.** The attention here is on creating a sound instructional design that brings greater coherence between the world the student experiences and the Christian values that apply to it.

3. **D-R continuum + active learning.** The D-R continuum means using a scope of pedagogy that moves along a continuum of deconstruction and reconstruction strategies for testing and remaking the presuppositions that students bring to the topic at hand.

4. **Assessment data.** Data compiled from appropriately focused tools can clarify the preliminary factors as well as the efficacy of learning relationships and instructional design on developing a Christian worldview.

**Recommended assessment tool:**

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Bibliography


