TEACHING REFLECTIVELY IN THEOLOGICAL CONTEXTS:
Promises and Contradictions

*edited by Mary E. Hess & Stephen D. Brookfield*


*Teaching Reflectively in Theological Contexts* explores the dynamics, principles, contradictions and tensions of teaching within theological contexts. It offers practical suggestions on modeling pastoral leadership, building trust with learners, negotiating the dynamics of team-teaching, questioning received truth, teaching through discussions, working with diversities, and building a culture of reflective teaching.

**Editor**

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**Editor**

**Stephen D. Brookfield** began his teaching career in 1970 and has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written and edited nine books on adult learning, teaching, and critical thinking, four of which have won the World Award for Literature in Adult Education (in 1986, 1989, 1996, and 2005). During 2002 he was Visiting Professor at Harvard University. After ten years as a Professor of Higher and Adult Education at Columbia University in New York, he now holds the title of Distinguished University Professor at the University of St. Thomas in Minneapolis, Minnesota.

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**Contents**

Acknowledgments
Introduction

*Stephen D. Brookfield and Mary E. Hess*

Contributors

**FOUNDATIONAL QUESTIONS**

1. “How can we teach authentically?” Reflective practice in the dialogical classroom—*Stephen D. Brookfield and Mary E. Hess*
2. “How do we make space for students to seek truth?” Teaching with conviction—*David J. Lose*
3. “How do we invite students into conversation?” Teaching dialogically—*Stephen D. Brookfield*
4. “How do we meet students where they are, while challenging them further?” Teaching developmentally—*Mary E. Hess*

**QUESTIONS ARISING FROM PRACTICE**

5. “How do students experience the teacher?” Knowing who you are as a teacher (and knowing that your students do not)—*Rolf Jacobson*
6. “How can students learn to trust us as we challenge who they are?” Building trust and trustworthiness in a biblical studies classroom—*Matthew L. Skinner*
7. “How does team teaching model trust in and beyond the classroom?” Teaming to create the conditions for transformation—*Janet Ramsey*
8. “How do we teach across cultural diversity?” Teaching in the face of cross-cultural conversation—*Frieder Ludwig*

**REALIZING PROMISES AND CONFRONTING CONTRADICTIONS**

9. “How can white teachers recognize and challenge racism?” Acknowledging collusion and learning an aggressive humility—*Mary E. Hess and Stephen D. Brookfield*
10. “How do we enter students’ worlds we cannot know?” Praying and teaching when not “at home”—*Mary E. Hess*
11. “How do we know what our students are learning?” Assessing learning in the context of pastoral engagement and candidacy processes—*Alvin Luedke*
12. “How can technology stretch us without snapping?” Teaching with technology—*Mary E. Hess*

**CONCLUSIONS**

13. “How do we connect classroom teaching to institutional practice?” Sustaining a culture of reflective practice in teaching—*Mary E. Hess and Stephen D. Brookfield*

References
Index
A HISTORY OF CHRISTIAN EDUCATION: Protestant, Catholic, and Orthodox Perspectives
by John L. Elias
Orig. Ed. 2002 301 pp. $40.50
ISBN 978-1-57524-150-0
A History of Christian Education details major developments in the history of Christian education. It offers a context for understanding present-day educational efforts among Protestants, Roman Catholics, and Orthodox Christians. This history presents the major thinkers and practitioners who have influenced how Christians transmit their faith to both children and adults. It also shows how major historical events and intellectual movements have impacted the shape and content of Christian education.

SPIRITUALITY AND ADULT EDUCATION AND TRAINING
by Leona M. English, Tara J. Fenwick, & Jim Parsons
Orig. Ed. 2003 196 pp. $31.00
This book acknowledges that spirituality is an integral part of adult learning and development. Building on the history of adult education and training, which is laced with spiritual themes and motivations, the authors suggest that the profession needs to recover some of its early concerns for holistic, spiritually informed, and socially responsible practice. Adult educators and trainers need this text which addresses all facets of spirituality and assists them in making pedagogical choices. The authors challenge readers to examine their own spirituality before and while they are nurturing the spirituality of learners. Here educators and trainers can explore new ways to make sense of their own spiritual lives and those of their students.

PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION, 3RD ED.
by John L. Elias & Sharan B. Merriam
3rd Ed. 2005 298 pp. $41.50
The Third Edition of Philosophical Foundations of Adult Education presents seven theoretical approaches to adult education: liberal, progressive, behaviorist, humanist, radical/critical, analytic, and postmodern. The book gives the historical grounding as well as the basic principles for each approach. In this edition each chapter has been revised and brought up to date. The chapter on radical adult education incorporates recent developments in radical education, phenomenology, feminist educational theory, and critical social theory. The book contains an entirely new chapter on postmodern adult education.

NON-WESTERN PERSPECTIVES ON LEARNING AND KNOWING
by Sharan B. Merriam & Associates
Orig. Ed. 2007 204 pp. $29.00
ISBN 978-1-57524-280-4
As with other areas of education, the knowledge base that has developed around adult learning and education has been firmly lodged in Western values and culture. But we need only look beyond our borders as well as to our own indigenous Native Americans to find major systems of thought and beliefs embedded in entirely different cultural values. Chapters on Native American indigenous knowledge, Confucianism, Hinduism, Islam, Buddhism, Maori, Latin American perspectives, and African indigenous knowledge will acquaint readers with alternative understandings of learning and lead, it is hoped, to a more holistic understanding of adult learning.