



Course Outline Template

1–3. Course code, English title and Chinese title

Key points: This is a straightforward section. Provide the basic information about the course code and name of your course at the beginning of the course outline.

Course Code: THEO6941

Title in English: Transforming Discipleship: recovering the Kingdom-driven disciple-making

Title in Chinese: 作門徒的轉化：恢復天國驅動的門徒成長

4. Course description

Course description:

“作門徒的轉化：恢復天國驅動的門徒成長”

1. 課程並非著重門徒培訓的技術或方法。
2. 對作門徒理念在過去的混淆上作出一些說明，以致恢復其原意。
3. 在神學基礎上，“天國/神的國”為主導理念。
4. 天國-福音信息的更正
5. 天國-信徒相通的目的
6. 天國-愛心激發的方向

配合‘依納爵’禱告操練，同學們會得著一個持久的牧養經驗。

5. Learning outcomes

Learning outcomes:

傳統的‘門徒培訓’以教導和活動為要，使用者並不一定掌握到‘作門徒’的要素。透過這課程的學習，同學們對‘作門徒’的牧養會得到一個整體的取向。除了個人學習以外，同學們更可以成為教會更新的渠道管子。可以預判的成果如下：

1. 明白教會牧養阻攔的緣由。
2. 重溫/重建‘天國’神學的基礎和對‘作門徒’的影響。
3. 解決教會小組事工停滯不進的問題。
4. 如何把門徒培訓轉化為作門徒的生命旅程

6. Course syllabus

Key point: Highlight the fundamental concepts involved in each topic in order to help students better understand what is and what is not covered in the course.



Topic	Contents/ fundamental concepts

7. Course components (Learning activities)

- a)
- b) **Indicate the course components of the course, examples of which includes: lecture, interactive tutorial, laboratory, field studies/field-trip, web-enhanced teaching, and also the instructor contact hours.**
- c)
- d) **Key point: Consideration should be taken into regarding “instructor contact hours” and “workload hours”.** Considering student workload is an important part of course design. Here are some examples of rough calculations one might make for a 3-credit-point course.

A student might do five 3-credit-point courses in a semester. Working on approximately 60 hours of actual study per week, this implies that students might be expected to spend about 12-13 hours a week on work associated with a 3-credit-point course. Only a small number of these hours might be in class.

- How do you anticipate students will apportion the remaining hours?
- Will this vary significantly throughout the term?

Answers to these questions should assist students in planning their work and also assist the programme as a whole in assessing likely variation in student workload.

8. Assessment type

Assessment type	Percentage
1. 課堂出席參與	1) 20%
2. 書籍報告 (X光式) 12 本	2) 20%
3. 短文: 耶穌基督的福音 (1000 字)	3) 20%
4. 期終作業: 以生命導向設計門徒培育方向	4) 40%

9. Required and recommended readings

Key points: A well structured set of learning resources should be provided to students. These are usually in the form of reading lists and references. They may also include sets of links to online resources and eBooks. It is often helpful to separate these resources into ones which are central to the content and desired learning outcomes of the course (required readings), and those which are relate to extensions of areas of the course (recommended readings). One needs to be realistic about the amount of reading material students are likely to delve into. Overly long reading lists can be counter-productive and discourage students.



Required readings:

參考課程書目

Recommended readings:

10. Feedback for evaluation

Key point: There are many forms of evaluation that you can use to generate the feedback from students such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges. Planning to have a variety of evaluation strategies is more likely to ensure that valid, rich and diagnostic information is received.

Feedback for evaluation:

同學們歡迎透過以下渠道和老師溝通和聯絡

1. 電郵
2. 電話
3. Whatsapp
4. 微信
5. 約見

11. Course schedule

Key point: A matrix is suggested as a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.

Class/ week	Date	Topic	Requirements
參考課程時間表			

Professor/Lecturer/Instructor:	
Name:	陳榮超牧師博士
Office Location:	神學樓辦公室
Telephone:	9332-3104



Email:	vw.chan@comcast.nnet
Teaching Venue:	
Website:	
Other information:	

13. Details of course website

Key point: Information concerning the accessibility of the course website (if it exists). This might be an open website or the Blackboard platform hosted by the University. Teachers should also demonstrate the site in class so as to familiarize the students with the key functionalities. More information on setting up course websites can be found at: <http://www.cuhk.edu.hk/eLearning>

參考黑板

14. Academic honesty and plagiarism

<p>Academic honesty and plagiarism</p> <p>Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.</p> <p>With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.</p> <p>For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.</p>
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