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Nota di contenuto	1. Innovating Christian Education Research: Multidisciplinary Perspectives—An Introductory Overview -- PART I: CONCEPTUAL: Research that develops theological, philosophical and theoretical discussion of Christian Education -- 2. B. Green: Present Tense: Christian Education in Secular Time -- 3. M. Stephens: Thinking as Christian Virtue: Reason and Persuasion for a Fractious Age -- 4. D. Iselin: Home-Coming: Restoring a Theology of Place within Christian Education -- 5. B. Norsworthy: Christian Higher Education: Capturing a Personal Passionate Profession -- 6. E. Beech: Towards a Conceptual Model for Biblical Transformative Online Learning -- 7. D. J. Konz: Dietrich Bonhoeffer and Christo-ecclesial Unity in Christian Higher Education -- 8. J. R. Leopard: In Search of a Redeemed and Redeeming Epistemology for Cross-cultural Educational Research: A Biblical Narrative Perspective on Straussian Grounded Theory -- 9. D. A. Austin, D. Perry: Developing a Christian Research and Scholarship Framework: An Australian Christian Higher Education Case Study -- 10. C. B. Murison: Christian Higher Education: A Frog in the Kettle or a Light on the Hill? -- 11. J. Greentree: Clarifying Christian School Purposes in the Neoliberal Marketplace -- 12. J. Dalziel: Do We Live in a Pluralist Society Any More? Christian Education as a Case Study -- 13. D. M. Benson: A Reason for Revelation: The Place of Sacred Texts

in Secular Middle-School Science Curricula -- PART II: EMPIRICAL: Research that examines data to test theory, answer big questions and develop our understanding of Christian Education -- 14. S. Gowan, M. Miner Bridges: Distinctively Christian Higher Education as the Wholistic Formation of Students -- 15. S. Tucker, J. M. Luetz: Art Therapies and Prison Chaplaincy: A Review of Contemporary Practices Considering New Testament Teachings -- 16. A. Butcher, B. Norsworthy: Cupbearers to the King: Humility, Hope and Hospitality for Formational Practice -- 17. H. Kemp: The Imaginarium of Narrative in Christian Curriculum Design: A Case Study from St Kentigern College, Auckland -- 18. C. Chapman: Training Requirements for Entry-Level Ministry-Ready Pentecostal Leaders -- PART III: PRACTICE: Research that reflects on contemporary practice contexts and showcases opportunities for future Christian Education inquiry -- 19. D. Paterson: Faith, Facts, and Feelings: Christian Persuasion in our Post-Secular Age -- 20. G. Buxton, J. M. Luetz, S. Shaw: Towards an Embodied Pedagogy in Educating for Creation Care -- 21. J. Robinson, N. Stirling, S. Barendse: Priceless Perspectives: Equipping Students to Think Critically about the Abortion Discourse -- 22. W. Nelson, J. M. Luetz: Towards intercultural literacy: A literature review on immersive cross-cultural experiences and intercultural competency charts opportunities for future research -- 23. L. Gosbell: Universal Design for Learning in Christian Higher Education: Inclusive Practices for Students With and Without Disability -- 24. F. Seyed Aghamiri, J. M. Luetz: Sexual Addiction and Christian Education.

Sommario/riassunto

This book reformulates Christian education as an interdisciplinary and interdenominational vocation for professionals and practitioners. It speaks directly to a range of contemporary contexts with the aim of encouraging conceptual, empirical and practice-informed innovation to build the field of Christian education research. The book invites readers to probe questions concerning epistemologies, ethics, pedagogies and curricula, using multidisciplinary research approaches. By helping thinkers to believe and believers to think, the book seeks to stimulate constructive dialogue about what it means to innovate Christian education research today. Chapters are organised into three main sections. Following an introduction to the volume's guiding framework and intended contribution (Chapter 1), Part 1 features conceptual perspectives and comprises research that develops theological, philosophical and theoretical discussion of Christian education (Chapters 2-13). Part 2 encompasses empirical research that examines data to test theory, answer big questions and develop our understanding of Christian education (Chapters 14-18). Finally, Part 3 reflects on contemporary practice contexts and showcases examples of emerging research agendas in Christian education (Chapters 19-24).
