

## UNIT OUTLINE

Degree	Graduate Certificate of Education Master of Education Master of Educational Leadership
Unit Title	Biblical Anthropology, Personality and Positive Education
Unit Code	ED931
Core/Elective	Elective
Prerequisite (if required)	Core units for Graduate Certificate of Education, Master of Education and Master of Educational Leadership
Study Mode	Online
Credit Points	12 credit points
Recognition of Prior Learning (RPL)	<p>Before enrolling in a course, a prospective student can apply for Morling College to consider granting advanced standing or crediting prior learning where that student's evidence shows they have already achieved learning that is equivalent to the part of the course for which they are seeking credit. For more, see</p> <ul style="list-style-type: none"> <li>• <a href="#">Advanced Standing &amp; Recognition of Prior Learning Policy: CCSC; Education</a></li> <li>• <a href="#">Advanced Standing and Recognition of Prior Learning Procedure: CCSC; Education</a></li> </ul>
Time Commitment	150 hours across a 13-week semester
Unit Description	<p>In this unit you will look to answer the question, "What is the nature of personhood?" To answer this, we review current ideas about who we are in relationships. Those suggestions are then compared to core principles of Biblical anthropology which are used to critique contemporary educational theories related to personality and positive education. We consider implications for classroom practice as we move through these areas of interest, which are as follows -</p> <ul style="list-style-type: none"> <li>• Current Ideas about Self and the Classroom</li> <li>• Biblical Anthropology and the Classroom</li> </ul> <p>Current Issues &amp; Educational Debates</p>
Unit Learning Outcomes (ULOs)	<ol style="list-style-type: none"> <li>1. Explain current ways of conceptualizing who we are as persons in relationships and identify evidence of these beliefs in the current era.</li> <li>2. Recognise the way the conceptualizations of who we are as persons in relationships, can be manifested in classrooms and schools.</li> </ol>

3. Explain at least four core principles inherent in Biblical anthropology.
4. Apply the core principles inherent in Biblical anthropology to critique some contemporary educational theories and their derivative practices, with reference to theories about personality and positive education.
5. Identify the current issues within curriculum and pedagogical development theory and practice, as they relate to different theories of personhood.
6. Evaluate a critical issue in a school situation using Biblical principles of character and Biblical relationship. (This last outcome is an essential outcome in order to pass this unit.)

Prescribed Text(s)\*

Trueman, C. (2020). *The rise and triumph of the modern self: Cultural amnesia, expressive individualism and the road to sexual revolution*. Crossway Books.

Topics Covered

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| <ol style="list-style-type: none"> <li>1. The shift in how we think about ourselves, individually and collectively.</li> <li>2. Definitional issues – the problem between psychology and theology.</li> <li>3. Towards positive psychology, wellbeing and flourishing.</li> <li>4. Our lenses in looking at life.</li> <li>5. Some biblical anthropology.</li> </ol> | <ol style="list-style-type: none"> <li>6. So, what about thinking?</li> <li>7. Current issues from society impacting schools.</li> <li>8. Current issues in research about schools</li> <li>9. Schools in their contexts: back to content and process.</li> <li>10. Conclusion.</li> </ol> |
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Summary of Assessment Requirements

Assessment No. & Type	Length	Weighting	Unit Learning Outcomes
1. Critical reflection & analysis of 4 articles	1000 words	20%	Covers learning outcomes 1, 2
2. Answers to Questions	1500 words	35%	Covers learning outcomes 1, 2, 3, 4 & 5
3. Major essay	3500 words	45%	Covers learning outcomes 1, 2, 5 & 6

