

# Teaching | Cross-Culturally

An Incarnational Model  
for Learning and Teaching



Judith E. Lingenfelter  
Sherwood G. Lingenfelter

# Teaching Cross Culturally An Incarnational Model For Learning And Teaching

**Fritz Deininger, Orbelina Eguizabal**



## **Teaching Cross Culturally An Incarnational Model For Learning And Teaching:**

**Teaching Cross-Culturally** Judith E. Lingenfelter, Sherwood G. Lingenfelter, 2003-06-01 Teaching Cross Culturally is a challenging consideration of what it means to be a Christian educator in a culture other than your own Chapters include discussions about how to uncover cultural biases how to address intelligence and learning styles and teaching for biblical transformation Teaching Cross Culturally is ideal for the western trained educator or missionary who plans to work in a non western setting as well as for those who teach in an increasingly multicultural North America Teaching Cross-culturally

Judith E. Lingenfelter, Sherwood G. Lingenfelter, 2003-05-01 Teaching Cross-Culturally Judith E. Lingenfelter, Judith Lingenfelter, Sherwood G. Lingenfelter, 2003-06 How can Christian educators teach effectively in different cultures Here are winning principles drawn from educational theory and personal experience **Multiculturalism** Chinaka S.

DomNwachukwu, HeeKap Lee, 2014-01-07 Multiculturalism A Shalom Motif for the Christian Community is an attempt to engage the Christian community on the ongoing discussion of cultural diversity and its implications for the church and the entire Christian community of the twenty first century Written for Christian schools and churches this book confronts the fact that for the Christian church in North America to remain vibrant and relevant in the twenty first century it must engage with the idea of multiculturalism and all other forms of diversity that now characterize the contemporary society While the nature of this engagement will vary from case to case cultural diversity must become a growing face of the church in America This book uses a combination of philosophy educational theories and biblical theology to provide Christian educators and churches with a critical understanding of multiculturalism as well as practical steps for engaging this issue within the Christian community **Disciples of the Nations** Paul Sungro Lee, 2021-02-25 Written by someone who lived and

experienced cross cultural mission proportionally each in America Africa and Asia Disciples of the Nations provides readers both practical and scholarly models of the world mission in the context of global multiplication of discipleship and church planting Field tested and validated effective through empirical researches Professor Paul Lee and the Evangelical Alliance for Preacher Training Commission team expanded the kingdom of God into fifteen countries of Africa and Asia by producing thousands of disciples and planting over three hundred local churches through the multiplication of Christian leadership training Lee shares the secret of the exponential growth in this unprecedented volume This is a must read for anyone aspiring to be used by God to manifest a kingdom building lifestyle in cross cultural contexts Effective Intercultural

Communication (Encountering Mission) A. Scott Moreau, Evvy Hay Campbell, Susan Greener, 2014-10-14 With the development of instantaneous global communication it is vital to communicate effectively across cultural boundaries This addition to the acclaimed Encountering Mission series is designed to offer contemporary intercultural communication insights to mission students and practitioners Authored by leading missionary scholars with significant intercultural experience the book explores the cultural values that show up in intercultural communication and examines how we can

communicate effectively in a new cultural setting Features such as case studies tables figures and sidebars are included making the book useful for classrooms      **Encyclopedia of Christian Education** George Thomas Kurian,Mark A.

Lamport,2015-05-07 Christianity regards teaching as one of the most foundational and critically sustaining ministries of the Church As a result Christian education remains one of the largest and oldest continuously functioning educational systems in the world comprising both formal day schools and higher education institutions as well as informal church study groups and parachurch ministries in more than 140 countries In The Encyclopedia of Christian Education contributors explore the many facets of Christian education in terms of its impact on curriculum literacy teacher training outcomes and professional standards This encyclopedia is the first reference work devoted exclusively to chronicling the unique history of Christian education across the globe illustrating how Christian educators pioneered such educational institutions and reforms as universal literacy home schooling Sunday schools women s education graded schools compulsory education of the deaf and blind and kindergarten With an editorial advisory board of more than 30 distinguished scholars and five consulting editors TheEncyclopedia of Christian Education contains more than 1 200 entries by 400 contributors from 75 countries These volumes covers a vast range of topics from Christian education History spanning from the church s founding through the Middle Ages to the modern day Denominational and institutional profiles Intellectual traditions in Christian educationBiblical and theological frameworks curricula missions adolescent and higher education theological training and Christian pedagogy Biographies of distinguished Christian educators This work is ideal for scholars of both the history of Christianity and education as well as researchers and students of contemporary Christianity and modern religious education      *Pentecostal Theological Education in the Majority World, Volume 1* Dave Johnson,Rick Wadholm Jr.,2023-03-23 There remains a considerable gap in discussion of Pentecostal theological education in and by the Majority World This volume seeks to fill that gap and offer ways for such conversations to progress among educators and institutions globally Theological education may be conceived in broad terms as inclusive of discipleship within the local church for instance yet the phrase is used in this volume regarding formal engagement within higher education that is specifically focused on theological development and discipleship within the academic disciplines This volume takes up an initial foray into the narrow approach in seeking to address those persons institutions and organizational bodies concerned with the graduate post graduate levels of theological education with the intent of a following volume more specific to the undergraduate bachelor s and certificate levels of higher education The further intent is to include a third volume on non formal theological education which is critical for the continuance of the global Pentecostal Charismatic revival The collection of essays included in this volume represent a diverse authorship globally as seeking to address pertinent issues of Pentecostal theological education in the Majority World The opening contributions by Gary Munson Vee J Doyle Davidson and Amos Yong offer introductory observations and underlying theological and socio cultural underpinnings for better engaging Pentecostal theological education in the Majority World

Dave Johnson and Josfin Raj each carry the conversation into areas of advancing research engagement and maturation that may be imported local or globalized and make good use of the tools available in each context The three chapters by Daniel Topf Peter White and Jeremiah Campbell provide histories and prospective futures in several Majority World contexts across regions of Africa and Latin America A volume such as this would be remiss to not have a contribution speaking to the role of the Holy Spirit in theological education Temesgan Kahsay provides just such an essay that seeks to consider ways in which the Spirit has and ought to be more directly engaged through the educational processes The volume is rounded out by the chapter of Dean D O Keefe and Jacqueline N Grey that provides some biblical theological reflections drawn from the exilic and post exilic texts of the Old Testament as bases for reflecting upon Pentecostal practices in conversation with Scripture

**A New Vision, a New Heart, a Renewed Call** David Claydon, 2005 *Leadership in Theological Education, Volume 3* Fritz Deininger, Orbelina Eguizabal, 2018-10-14 The ICETE Programme for Academic Leadership IPAL was officially established in 2010 and arose out of the need to provide training to theological institutions in different regions of the world IPAL provides a three year cycle of seminars for the professional development of evangelical academic leaders and administrators to help institutions in their pursuit of quality and excellence in theological education This publication is the third and final volume intended to accompany and support the IPAL seminars as well as be an independent resource to aid theological institutions with faculty development Faculty development is at the heart of theological education This book lays the foundation for institutions to equip train and release emerging academic leaders to advance their careers and improve the standards of their teaching and research The contributors to this volume share the findings of research conducted at evangelical academic institutions in various contexts around the world so other senior administrators can enhance the quality of theological education at their own institution

**Religious Faith and Teacher Knowledge in English Language Teaching** Bradley Baurain, 2016-01-14 The field of TESOL Teaching English to Speakers of Other Languages stands at an active crossroads issues of language culture learning identity morality and spirituality mix daily in classrooms around the world What roles might teachers personal religious beliefs play in their professional activities and contexts Until recently such questions had been largely excluded from academic conversations in TESOL Yet the qualitative research at the core of this book framed and presented within a teacher knowledge paradigm demonstrates that personal faith and professional identities and practices can and do interact and interrelate in ways that are both meaningful and problematic This study s Christian TESOL teacher participants working overseas in Southeast Asia perceived explained and interpreted a variety of such connections within their lived experience As a result the beliefs practices nexus deserves to be further theorized researched and discussed Religious beliefs and human spirituality as foundational and enduring aspects of human thought and culture and thus of teaching and learning deserve a place at the TESOL table [Education for Holistic Transformation in Africa](#) Faustin Ntamushobora, 2015-04-07 Research has revealed ineffectiveness among university graduates in Africa

Some possible causes include a lack of transformative teaching and learning methods. Most of the learning methods used in Africa today were installed by colonial educational systems often reducing the learner to an empty container waiting to be filled with lecture after lecture. As a result, there is a cry throughout Africa for an education that can empower the learner to think critically, to love both God and others, and to bring change in his or her community. This is what education for holistic transformation is all about. This book came about as a result of a doctoral study conducted in Kenya which featured both Christian higher educational institutions and public universities in a unique comparative analysis that will be helpful to educational leaders on both sides. Readers will learn that transformation is a discovery that takes place through change of perspective. As this research reveals, this new perspective is triggered by a new revelation, a new truth, a provoking thought, a shocking observation, or a new testimony. Thus, the process of holistic transformation takes place through divine revelation, self-reflection, written material, and the other.

**Teaching in the Life of the Church** Darin R. Clements, 2025-04-28 I chose to publish my dissertation for two reasons. First, though quite narrow in scope, as good qualitative research should be, this research makes a modest contribution to the growing scholarship on Christianity in Cambodia. Second, this research makes an empirical contribution to the field of nonformal Christian Education from an Asian context in which Christians are a tiny minority. As my literature review indicates, the field of nonformal CE is dominated by a North American point of view which ironically is facing a general breakdown of historical CE institutions like Sunday school. While much of the literature is useful in the Majority World, it does not take into account the education levels, educational contexts, and social dynamics of places like Cambodia. For example, the findings from my cases indicate that nonformal CE in Cambodia has more in common with the Sunday school movement in the 19th century than with the functions, organizational structures, and teaching approaches discussed in current literature. As I have presented these ideas in class, feedback from students has consistently confirmed that my findings resonate with contexts across Asia Pacific.

**Teaching English in Missions** Jan Edwards Dormer, 2011-06-27 English teaching is common in missions today. However, there has been relatively little discussion on what constitutes effectiveness in English ministries. This book aims to foster such discussion. It first addresses issues of concern in English ministries and then suggests criteria for effectiveness, considerations in teacher preparation, and models for the teaching of English in missions.

Challenging Tradition Perry Shaw, Havilah Dharamraj, 2018-03-31 The surge of theological education in the rapidly growing church of the Majority World has highlighted the inadequacy of traditional Western methods of thinking and learning to fully accomplish the task at hand. The limitations of current theological education are embodied in the formation and assessment of the master's or doctoral dissertation processes that follow a linear empiricist tradition developed in the West and exported to the Majority World. *Challenging Tradition: Innovation in Advanced Theological Studies* highlights the need for these traditions to be reconsidered in every context throughout the world. Drs. Shaw and Dharamraj, with their team of contributors, present innovations in research and documentation that demonstrate how we may better

prepare theological leadership through means that are contextually relevant and locally meaningful *SWM/SIS at Forty* Charles H. Kraft, 2005 Seldom are we able to listen to the story of a school that has so greatly impacted world mission As we contemplated how to record the first forty years of the School of World Mission now School of Intercultural Studies it was obvious that the best way was to capture the memory of one who lived it While many of our faculty can claim deep root in the school no one compares to Chuck Kraft who apart from the first four years has been a vital part of every development C Douglas McConnell Dean School of Intercultural Studies *Multiplying Leaders in Intercultural Contexts* Evelyn Hibbert, Richard Hibbert, 2023-01-31 Develop Leaders in Culturally Relevant Ways Often church planters disciplers and pastors struggle to identify grassroots leaders and develop them in their context As leaders who want to develop other leaders our task is to come alongside these leaders and learn and grow together with them *Multiplying Leaders in Intercultural Contexts* focuses on how to develop grassroots Christian leaders across cultures These often unrecognized leaders mostly lead small groups at the growing edges of the church They are ordinary people who faithfully share Christ amid the demands of daily life Another focus of the book is shaping the character of developers as they humbly walk beside leaders in the leaders community Using the four C s of Christian leadership Community Character Clarity and Care the authors weave together research experience and practical application to show how these characteristics are expressed across different cultures The book then discusses five principles illustrated in common settings for an intentional process that develops leaders and their communities collectively Take the next step now in developing yourself and others in the task of leading Jesus s church wherever that might be *Who Is My Neighbor?* Adam C. Sikorski, 2023-05-23 The cultural climate in America today presents polarizing subject matter manifested as societal pressures that divide communities and impact families and churches One of the main divisive issues is the topic of race and racism To effectively minister to diverse people in American communities people must increase in cultural competency unfortunately many people do not know what steps to take to fulfill the quest This book is about cultural competency More specifically addressing how a person can increase their cultural competency to minister more effectively within diverse American cities While many people desire to bridge the racial divide within their communities they basically do not know what to do which results in avoidance of the issue Utilizing Scripture culminating with the story of The Good Samaritan Jesus emphasizes a key principle within the conversation of racial reconciliation and cultural competency Jesus commanded the expert in the law to go and do Jesus s mandate is a call to action for church communities However to effectively engage one s neighbor particularly a neighbor that is different requires a certain level of cultural competency Therefore increasing one s cultural competency becomes a means to move from discussion towards action **Teaching Across Cultures** James E. Plueddemann, 2018-11-27 In our globalized world educators often struggle to adapt to the contexts of diverse learners In this practical resource educator and missiologist James Plueddemann offers field tested insights for teaching across cultural differences He unpacks how different cultural

dynamics may inhibit learning and offers a framework for integrating conceptual ideas into practical experience

*Reaching and Teaching* M. David Sills, 2010-04-01 Most Christians know and understand that we are to seek to reach the lost around the world Yet Christ's command to us is more specific and calls us to a higher standard of involvement with the peoples of the world He has called the church to make disciples of all people groups and to teach them to observe all He commanded us Matthew 28:18-20 In recent years mission agencies and missionaries have increasingly shifted away from discipleship and teaching toward an emphasis upon evangelism and church planting many to the exclusion of any other field activity While evangelism and church planting are essential components of a biblical missions program they are not sufficient for the complete task to which we have been called *Reaching and Teaching* examines the task Christ gave in the Great Commission and redefines the task of missions from that which is currently prevalent It surveys missions strategies and methodologies that have increasingly replaced Christ's Great Commission instructions even as they have sought to fulfill it It is a clarion call to return to the biblical task of reaching and teaching the nations for Christ's sake



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