

Christian Deeper Learning: From Wonder to Inquiry to Practice

ICS Course Code: ICSD 260004 S25

Instructor: Dr. Edith van der Boom

Term and Year: Summer 2025 - July 14 - August 14, 2025

Course Description

Christian Deeper Learning: From Wonder to Inquiry to Practice is a course that seeks to help Christian educators develop their understanding and application of deeper learning. We will consider what it means to be image-bearers of God, called to care for our neighbours and to be engaged in real work that is part of God's story. Considering these ideas will inform classroom practices and signature pedagogies in apparent, unintended, and even transformative ways. Together, we will examine the importance of global citizenship as a form of Christian Deeper Learning and the impact it has on developing a caring and just world.

Course Format

This course will be run as an online course for four weeks, followed by a four-day in-person workshop.

Participants in *Christian Deeper Learning* will:

- Participate in one online discussion to meet and get to know classmates (tentatively July 14 at 10 am);
- Write weekly reflective responses to the assigned readings;
- Participate in a four-day in-person workshop at London Christian High (Aug. 11-14) (Registration and cost are the responsibility of the student)
- Complete a project that applies their understanding of Deeper Learning; and
- Share their project with an authentic audience.

Essential Questions

A celebration of the learner

What does it mean to be created in the image of God?

How do we impress upon students the high calling this gives them?

Mindfulness toward learning design

What does it mean to love God and my neighbour?

How do we teach students to demonstrate this love?

Responsiveness to culture

What is a Christian response to culture?

How can we motivate students to learn about other cultures and honour diversity?

Driving Question

How can Christian Deeper Learning challenge students to be more intentional about loving God and their neighbours?

Learning Goals

As a result of participating in this course, participants will:

1. Develop critical reflective skills about Christian Deeper Learning in their school;
2. Gain an understanding of global education and design a project as a means to help their school grow in Christian Deeper Learning pedagogy; and,
3. Present what they have learned in public settings, contributing to the communal learning of others.

Course Requirements

Participants in *Christian Deeper Learning* will:

- Write two weekly reflective responses to the assigned reading (~650 pages);
- Participate in two weekly online forum discussions;
- Join the in-person Cultivating Christ-Centred Education Intensive at London Christian High;
- In preparation for their project, read ~600 pages in addition to the reading required for the reflective responses, to a total of 1,250 pages of reading for the course;
- Complete a project that demonstrates their learning and can be authentically applied to their practice; and
- Provide feedback on the projects of other course participants.

If you are taking this course for credit, the course elements being evaluated are weighted as follows:

Assigned Reading and Written Discussion (35%)

Participation in the Workshop at London Christian High (20%)

Project (40%)

Celebration of Learning (5%)

Assigned Reading and Written Discussion – 35%

Each week, you are expected to complete the following: two reading responses (250 words each—due Tuesday and Thursday), two original discussion posts (250 words each—also due Tuesday and Thursday), and two peer responses (100 words each—due Wednesday and Friday). Detailed instructions for each writing task are available in Google Classroom. All written work must be submitted in two ways: posted in the class comment section and turned in to the instructor via Google Classroom.

In-person Sessions - 20%

Participation in Cultivating Christ-Centred Education

REGISTRATION AND COST OF THE WORKSHOP ARE THE RESPONSIBILITY OF THE STUDENT.

- Timing: August 11-14, 2025, 8:30 am to 3:30 pm daily
- Location: London Christian High, 24 Braesyde Ave, London, ON N5W 1V3

Project - 40%

Students will be expected to apply their knowledge of Christian Deeper Learning to develop a project they can use in their teaching/leadership practice. All writing should adhere to standard APA formatting guidelines. All final projects are due **Thursday, September 25, 2025**, six weeks after the in-person workshop.

Choose one of the following options to demonstrate your learning of Christian Deeper Learning:

1. *Create your own project* that applies Christian Deeper Learning into the context of your own classroom. Consider the different forms of inquiry-based education (e.g., inquiry-based learning, problem-based learning, project-based learning). What does Christian Deeper Learning look like at different grade levels (Primary, Junior, Intermediate, High School)? How would you engage students in local and global communities as they live out what it means to be kingdom ambassadors? Create a plan (systems and structure) on how to implement this type of education in your school. Consider what real-world learning opportunities present themselves within the curriculum. **All project proposals must be approved by the instructor in writing.**
2. *Plan professional development structures* that will support the implementation of Christian Deeper Learning in your Christian school. Include professional development, which considers all-day PD sessions, Professional Learning Communities (PLCs), and instructional coaching to support the movement to Christian Deeper Learning at your school. Consider creating a video, poster, or another visual prompt that will promote Christian Deeper Learning.
3. *Write two papers* of 1,500 to 2,500 words each and submit at least one in a professional journal and/or your local school newsletter
 - Write a paper in which you articulate the connection between what matters most to you in life and how you view the world, and reflect on how your world-viewing, to date, has served your flourishing as a person.
 - Write a paper in which you reflect on the connection between your personal flourishing and your professional vocation, and articulate a key interest to explore in your next steps in professional development or your MA-EL Project (if you are in the MA-EL program) in relation to your own flourishing and calling.

Celebration of Learning – 5%

The purpose of the Celebration of Learning is to present your project to an authentic audience. You will make arrangements to present to your staff, board of directors, school community, or at a conference or with whoever represents an authentic audience for your project. Remember that it is important that your project is presented to an authentic audience. If the instructor does not attend your celebration, please submit a written reflection of no longer than one page to share how your Celebration of Learning went.

An alternative to presenting a Celebration of Learning to people would be to submit your project or a portion of your project for publication. This may be to a professional journal, blog post, or school newsletter. Consider reworking a couple of your reading responses or written discussions to create your post.

All celebrations of learning or drafts for publication must be completed by **Thursday, September 25, 2025**, six weeks after the last week of classes.

Required Reading

Text to be purchased or borrowed:

Crouch, A. (2008). *Culture Making: Recovering our Creative Calling*. InterVarsity Press.

Other required reading:

These readings will be made available as PDFs in the Google Classroom for this course. Note that those papers that are highlighted will also be referred to during our in-person session.

Course Schedule

<p>Week 1 July 14-18 46 pages</p>	<p><u>Reading 1: Essential Questions</u></p> <p>Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M. (2016). Expanding approaches to teaching for diversity and justice in K-12 education: Fostering global citizenship across the content areas. <i>Education Policy Analysis Archives</i>, 24(59). [35 pages] https://drive.google.com/file/d/16NQK0JNsNGAYOpWFt9UgpXBWv4itaRAs/view?usp=drive_link</p> <p>Beerens, D., Cook, J., DeBoer, D., LeMoine, D., Levy, S. (2018). <i>Deeper learning in Christian schools: Playing our part in God's story</i>. Center for the Advancement of Christian Education. [4 pages] https://cace.org/what-do-we-mean-by-christian-deeper-learning-a-draft-document-for-your-consideration-part-2/</p> <p>Levy, S. (2018, February 27). Powerful instructional practices. <i>CACE: The Center for the Advancement of Christian Education</i>. Retrieved from: https://cace.org/powerful-instructional-practices/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email [3 pages]</p> <p>DeBoer, D. (2019, June 18). What story is at the heart of our schools? <i>CACE: The Center for the Advancement of Christian Education</i>. Retrieved from: https://cace.org/what-story-is-at-the-heart-of-our-schools/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email [4 pages]</p>
<p>54 pages</p>	<p><u>Reading 2: A Celebration of the Learner</u></p> <p>Hughes, K. R. (2022). What are we teaching?: Basil of Caesarea and training in virtue. In <i>Teaching for spiritual formation: A patristic approach to Christian education in a convulsed age</i> pp. 65-91). Cascade Books. [27 pages] https://drive.google.com/file/d/1eAMzpj8cGMwo1BSTWnLbJtUyY68UVw86/view?usp=drive_link</p> <p>Sølvik, & Glenna, A. E. H. (2021). Teachers' potential to promote students' deeper learning in whole-class teaching: An observation study in Norwegian classrooms. <i>Journal of Educational Change</i>. [23 pages] https://drive.google.com/file/d/1MlCqpuw0SDQJxy1JZliJKOOUdTn1ByQ/vi ew?usp=sharing</p> <p>Levy, S. (2021). What can biblical integration look like? <i>CACE: The Center for the Advancement of Christian Education</i>. Retrieved from: https://cace.org/what-can-biblical-integration-look-like/ [4 pages]</p>

	<p>Davenport, M. (2021). Shifting into deeper learning: A focus on belonging, creativity, and metacognition is helping one school lead students away from superficial learning. Retrieved from: https://www.edutopia.org/article/shifting-deeper-learning?utm_content=linkpos3&utm_medium=email&utm_campaign=weekly-2021-10-27-A&utm_source=edu-newsletter [3 pages]</p>
<p>Week 2 July 21-25 75 pages</p>	<p><u>Reading 3: A Celebration of the Learner</u> Mansilla, V. B., & Jackson, A. (2011). <i>Educating for global competence: Preparing our youth to engage the world</i>. Asia Society/CCSSO. (pp.1-75) [75 pages]</p>
<p>25 pages</p>	<p><u>Reading 4: A Mindfulness Towards Learning Design</u> Wolterstorff, N. (2002). Curriculum: By what standard? In G. G. Stronks & C. Joldersma (Eds.) <i>Educating for Life: Reflections on Christian Teaching and Learning</i> (pp. 17-31). Baker Academic. [14 pages]</p> <p>Wolterstorff, N. (2002). The school as educative agent. In G. G. Stronks & C. Joldersma (Eds.) <i>Educating for Life: Reflections on Christian Teaching and Learning</i> (pp. 84-90). Baker Academic. [7 pages]</p> <p>Levy, S. (2019). <i>Traditional Learning vs. Deeper Learning: Four Comparison Charts</i>. (Will be made available as a PDF in the Google Classroom.) [4 pages]</p>
<p>Week 3 July 28 - Aug. 1 82 pages</p>	<p><u>Reading 5: A Mindfulness Towards Learning Design</u> Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.) (2014). <i>Inquiry into practice: Learning and teaching global matters in local classrooms</i>. OISE.</p> <p>Read the following articles from Inquiry into Practice:</p> <p>Dei, G. J. S. (2014). Reflecting on global dimensions of contemporary education. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). <i>Inquiry into practice: Learning and teaching global matters in local classrooms</i> (pp. 9-11). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]</p> <p>Cummins, J. (2014). Teaching through a Multilingual Lens: Classroom Resources for Global Education. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). <i>Inquiry into practice: Learning and teaching global matters in local classrooms</i> (pp. 12-15). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]</p>

O'Connor, K. (2014). Roadblock or Guidepost? Travelling the Critical Global Education Path as a New Teacher. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 16-18). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Abdi, A. (2014). Critical Global Citizenship in K-12 Classrooms. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 19-21). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Toulouse, P. R. (2014). Global Citizenship and Indigenous Worldview: Strategies for K to 12 Classrooms. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 22-24). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Giambrone, A. (2014). Moving Beyond Good Intentions. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 25-27). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Mundy, K. & Manion, C. (2014). Global Education in Canadian Elementary Schools: Opportunities and Challenges. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 33-36). Ontario Institute for Studies in Education of the University of Toronto (OISE). [3 pages]

Evans, R. (2014). The Global Ideas Institute: Insights into the Place of the Local in Global Education. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 37-28). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Gaudelli, W. (2014). Moving from Economized learning to Global Inquiry and Collaboration. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp.39-40). Ontario Institute for Studies in Education of the University of Toronto (OISE). [2 pages]

Ast, D. & Bickmore, K. (2014). Critical Global Citizenship Education: Cultivating Teacher Efficacy through Professional Collaboration. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.). (2014). *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 41-49). Ontario Institute for Studies in Education of the University of Toronto (OISE). [8 pages]

Gagne A. & Gordon, S.S. (2014). Learning about self and the world beyond: Cultural, Religious, and Social Justice clubs in high schools. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 58-66). Ontario Institute for Studies in Education of the University of Toronto. [8 pages]

Nardozi, A., Restoule, J-P., Steele, N., & James, U. (2014). Deepening knowledge to inspire action: Including Aboriginal perspectives in teacher education. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 77-84). Ontario Institute for Studies in Education of the University of Toronto. [7 pages]

Chandra, N. (2014). Using stories and science to prompt thinking about environmental sustainability. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 85-91). Ontario Institute for Studies in Education of the University of Toronto. [6 pages]

Memon, N., McIntosh, K., & Wane, N. (2014). Expressions of Indigenous identities in schools. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 97-01). Ontario Institute for Studies in Education of the University of Toronto. [4 pages]

Reid, M. & Swartz, L. (2014). Toward a personal and global understanding of “home”: A literacy, media, and inquiry approach. (2014). In Montemurro, D., Gambhir, M., Evans, M., & Broda, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 108-114). Ontario Institute for Studies in Education of the University of Toronto. [6 pages]

Pluim, G., MacDonald, A. & Niyozov, S. (2014). Bend without breaking: Applying critical reflexive practice in global citizenship education. In Montemurro, D., Gambhir, M., Evans, M., & Broad, K. (Eds.), *Inquiry into practice: Learning and teaching global matters in local classrooms* (pp. 115-120). Ontario Institute for Studies in Education of the University of Toronto. [5 pages]

74 pages	<p><u>Reading 6: A Mindfulness Towards Learning Design</u> Arrington, A. (2017). Becoming a world Christian: Hospitality as a framework for engaging otherness. <i>International Journal of Christianity & Education</i>, 21(1), 26–38. https://doi.org/10.1177/2056997116674972 [13 pages]</p> <p>Asia Society/OECD (2018). <i>Teaching for global competence in a rapidly changing world</i>, Asia Society/OECD. [37 pages]</p> <p>Manion, C. & Weber, N. (2018). <i>Global education for Ontario learners: Practical strategies: A summary of research</i>. Queen’s Printer for Ontario. [16 pages]</p> <p>Cook, J. & DeBoer, D. (2018). Deeper learning in Christian education: Deeper learning into what? <i>The Christian Teachers Journal</i>, November, pp. 12-16. [5 pages]</p> <p>Spyksma, D. (2021). Beautiful work: Deeper learning through participation in God’s story. Christian Deeper Learning Blog. [4 pages]</p>
Week 4 Aug. 4 - 8 90 pages	<p><u>Reading 7: A Responsiveness to Culture</u> Crouch, A. (2008). Culture making: Recovering our creative calling. InterVarsity Press. (Introduction, Chapter 1 - 5) [90 pages]</p>
82 pages	<p><u>Reading 8: A Responsiveness to Culture</u> Crouch, A. (2008). Culture making: Recovering our creative calling. InterVarsity Press. (Chapter 12 - 16, Postscript) [82 pages]</p>
Week 5 Mon., Aug. 11 57 minutes	<p><u>Reading 9: Worldview</u> Preview before today’s session: Drybones (2021). “What is Worldview? What is a Christian Worldview?” YouTube. Retrieved July 4, 2024, from https://www.youtube.com/watch?v=g4tjTj0yc-4&list=PL1gm0lIPBjDItDG1FJbWfYIhY6-jZHzT&index=42 [13:07 minutes]</p> <p>Watch from 13:00 - 57:12. [44 minutes]</p> <p>Smith, J. K. A. (2016a, July). <i>Higher education: What’s love got to do with it? Longings, desires and human flourishing</i>. Keynote address presented at learning and loves: Reimagining Christian education. CHC higher education research symposium, Brisbane, Australia. Retrieved November 15, 2013, from https://youtu.be/TAg6sn4XJMc.</p>
Tues., Aug. 12	<p><u>Reading 10: Identity, Belonging, and Formation</u></p>

18 mins. 11 pages	<p>Preview before today's session:</p> <p>Ngozi Adichie, C. (2009). "The Danger of a Single Story." TEDGlobal. Retrieved June 28, 2024, from https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en&delay=0s&subtitle=en. [18:32]</p> <p>Read before today's session:</p> <p>Kim, P. Y. (April 23, 2021). How a Pad-Mounted Transformer and Stair Spindle Help Me Teach About Racial Microaggressions (Blog) [2 pages]</p> <p>Hekman, B. (2013). Schools as communities of grace. <i>Christian Educators Journal</i>. Online. [4 pages]</p> <p>Ramsay, N. (2005). Teaching effectively in racially and culturally diverse classrooms. <i>Teaching Theology & Religion</i>, 8(1), 18–23. [5 pages]</p> <p>Optional Reading</p> <p>Tisby, J. (2021). How to explore your racial identity. In <i>How to fight racism: Courageous Christianity and the journey toward racial justice</i> (pp. 39-62). Grand Rapids, MI: Zondervan. [23 pages]</p>
Wed., Aug. 13 24 pages	<p><u>Reading 11: Living Into God's Story of Restoration</u></p> <p>Read before today's session:</p> <p>Wolterstorff, N. (2002). Task and invitation. In Goris Stronks, G. & Joldersma, C. W. (Eds.), <i>Educating for life: Reflections on Christian teaching and learning</i> (pp. 253-264). Baker Academic. [11 pages]</p> <p>Smith, D. I. (2017). Teaching Bonhoeffer: Pedagogy and peripheral practices. <i>International Journal of Christianity & Education</i>, 21(2), 146-159. [13 pages]</p> <p>Optional Reading</p> <p>Call, C. (2011). The rough trail to authentic pedagogy: Incorporating hospitality, fellowship, and testimony into the classroom. In Smith, D. I. & Smith, J. K. A. (Eds.), <i>Teaching and Christian practices: Reshaping faith & learning</i> (pp. 61-79). William B. Eerdmans Publishing Company. [18 pages]</p>
Thurs., Aug. 14 23 pages	<p><u>Reading 12: Teaching and Learning as Hospitality</u></p> <p>Read before today's session:</p>

	Lepp-Kaethler, E. & Rust-Akinbolaji, C. (2018). Welcoming the guest: Approach, design, procedure for hospitable learning communities . In Porter, S.E & Fawcett, B.C (Eds.) <i>Christian Higher Education in Canada</i> . McMaster Divinity College Press, pp. 209 - 232. [23 pages]
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Recommended Video

Surrey Christian School. (2017, March 6). *Teaching for Transformation – Surrey Christian School* [Video]. YouTube. <https://www.youtube.com/watch?v=Wb6CBXpPSEM>

Recommended Reading

Beerens, D. & Levy, S. (2020, June 30). The many roads to Christian deeper learning: An introduction. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

https://cace.org/the-many-roads-to-christian-deeper-learning-an-introduction/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Beerens, D. (2020, July 28). The many roads to Christian deeper learning: The IB education model. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

https://cace.org/the-many-roads-to-christian-deeper-learning-the-ib-education-model/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Beerens, D. (2020, August 25). The many roads to Christian deeper learning: Big picture learning. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

https://cace.org/the-many-roads-to-christian-deeper-learning-big-picture-learning/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Beerens, D. (2020, September 29). The many roads to Christian deeper learning: Project based learning. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

https://cace.org/the-many-roads-to-christian-deeper-learning-project-based-learning/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Beerens, D. & Levy, S. (2020, November 5) Deep consistencies: Five essential steps to Christian deeper learning. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

<https://cace.org/deep-consistencies-five-essential-steps-to-christian-deeper-learning/>

- Berger, R., Rugen, L., Woodfin, L., & Expeditionary Learning (2014). *Leaders of their own learning: Transforming schools through student-engaged assessment*. Jossey-Bass.
- Berger, R. (2016). *Learning that lasts: Challenging, engaging, and empowering students with deeper instruction*. Jossey-Bass.
- Berger, R. (2004). *An ethic of excellence: Building a culture of craftsmanship with students*. Jossey-Bass.
- Bourn, D., Hunt, F., Blum, N., & Lawson, H. (2016). *Primary education for global learning and sustainability* (CPRT Research Survey 5). Cambridge Primary Review Trust.
Retrieved from:
<http://cprtrust.org.uk/wp-content/uploads/2016/02/Bourn-report-160217-final.pdf>.
- Cozzolino DiCicco, M. (2016). Global citizenship education within a context of accountability and 21st century skills: The case of Olympus High School. *Education Policy Analysis Archives*, 24(57), 1–22.
- Epstein, D. (2019). *Range: Why generalists triumph in a specialized world*. Riverhead Books.
- Forkin Bohannon, L. (2019). *Beginner's pluck: Build your life of purpose and impact now*. Baker Books.
- Fullan, M. & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. Pearson. Retrieved from:
http://michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf
- Hewlett Foundation, (2010). Education program: Strategic plan.
http://www.hewlett.org/wp-content/uploads/2016/11/Education_Strategic_Plan_2010.pdf
- Hewlett Foundation, (2017). *Decoding deeper learning in the classroom*. Retrieved from:
<https://hewlett.org/decoding-deeper-learning-in-the-classroom/>
- Krauss, J. I. (2017). *Thinking through project-based learning: Guiding deeper inquiry*. Sage Publications.

- Lenz, B. (2015). *Transforming schools: Using project-based learning, performance assessments, and common core standards*. Jossey-Bass.
- Levy, S. (2018, May 2). Deeper learning, authentic audiences, and the bike path project with Steven Levy. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/deeper-learning-authentic-audiences-and-the-bike-path-project-with-steve-n-levy/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2018, May 10). Deeper play. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/deeper-play/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2019, March 25). Deeper learning: From Hewlett Packard to Jesus Christ. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/deeper-learning-from-hewlett-packard-to-jesus-christ/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2020, July 14). The many roads to Christian deeper learning: The EL education model. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/the-many-roads-to-christian-deeper-learning-the-el-education-model/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2020, August 11). The many roads to Christian deeper learning: Center for redemptive education. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/the-many-roads-to-christian-deeper-learning-center-for-redemptive-education/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2020, September 15). The many roads to Christian deeper learning: Teaching for transformation. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:
https://cace.org/the-many-roads-to-christian-deeper-learning-teaching-for-transformation/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email
- Levy, S. (2020, May 5). How to use a textbook for deeper learning: A lesson for our times. *CACE: The Center for the Advancement of Christian Education*. Retrieved from:

https://cace.org/how-to-use-a-textbook-for-deeper-learning-a-lesson-for-our-times/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Martinez, M. R. & McGrath, D. (2014). *Deeper learning: How eight innovative public schools are transforming education in the twenty-first century*. The New Press.

Milton, C. (2010). *The education nation: Six leading edges of innovation in our schools*. Jossey-Bass.

NGLC MyWays. (2020, October, 23). *What learners need to thrive in a world of change*. Overview. <https://myways.nextgenlearning.org/report>

Stronks, J. & Stronks, G. (2014). *Teaching to justice, citizenship, and virtue: The character of a high school through the eyes of faith*. Resource Publications.

Quinn, J., McEachen, J., Fullan, M., Gardner, M., & Drummy, M. (2020). *Dive into deep learning: Tools for engagement*. Corwin.

UNESCO. (n.d.). *Sustainable development goals - Resources for educators*. <https://en.unesco.org/themes/education/sdgs/material>

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach Edith van der Boom (course instructor: evanderboom@icscanada.edu), Gideon Strauss (Academic Dean: academic-dean@icscanada.edu) or Parker Cotton (Academic Registrar and Students Services Coordinator: academic-registrar@icscanada.edu) as soon as possible.