Chapters

- "How can we teach authentically?" Reflective practice in the dialogical classroom (Stephen Brookfield and Mary Hess)
- "How do we make space for students to engage truth?" Teaching with conviction (David Lose)
- "How do we invite students into conversation?" Teaching dialogically (Stephen Brookfield)
- "How do we meet students where they are, while challenging them further?" Teaching developmentally (Mary Hess)
- "How do students experience the teacher?" Knowing who you are as a teacher, and knowing that your students do not (Rolf Jacobson)
- "How can students learn to trust us as we challenge who they are?" Building trust and trustworthiness in a biblical studies classroom (Matthew Skinner)
- "How does team-teaching model trust in and beyond the classroom?" Teaming to create the conditions for transformation (Janet Ramsey)
- "How do we teach across cultural diversity ?" Teaching in the face of cross-cultural conversation (Frieder Ludwig)
- "How can white teachers recognize and challenge racism?" Acknowledging collusion and learning an aggressive humility (Mary Hess and Stephen Brookfield)
- "How do we enter students' worlds we cannot know?" Praying and teaching when not 'at home' (Mary Hess)
- "How do we know what our students are learning?" Assessing learning in the context of pastoral engagement and candidacy processes (Alvin Luedke)
- "How can technology stretch us without snapping?" Teaching with technology (Mary Hess)
- "How do we connect classroom teaching to institutional practice?" Sustaining a culture of reflective practice in teaching (Mary Hess and Stephen Brookfield)
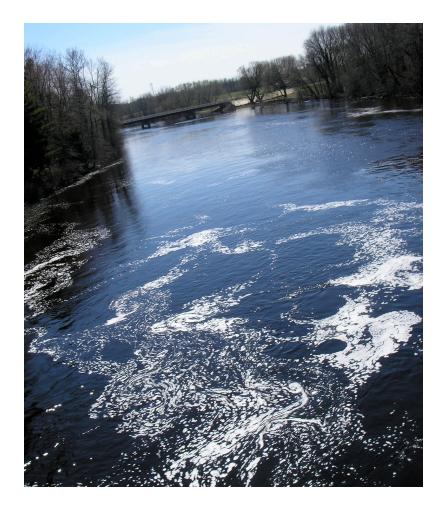

Teaching Reflectively

in Theological Contexts:

Promises and Contradictions

Teaching Reflectively in Theological Contexts explores the dynamics, principles, contradictions and tensions of teaching within theological contexts. It offers practical suggestions on modeling pastoral leadership, building trust with learners, negotiating the dynamics of team-teaching, questioning received truth, teaching through discussions, working with diversities, and building a culture of reflective teaching.

Edited by Mary Hess and Stephen Brookfield

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