

# ANZATS 2021 *Theological Ethics*

## Elective Session Proposals – Theological Education

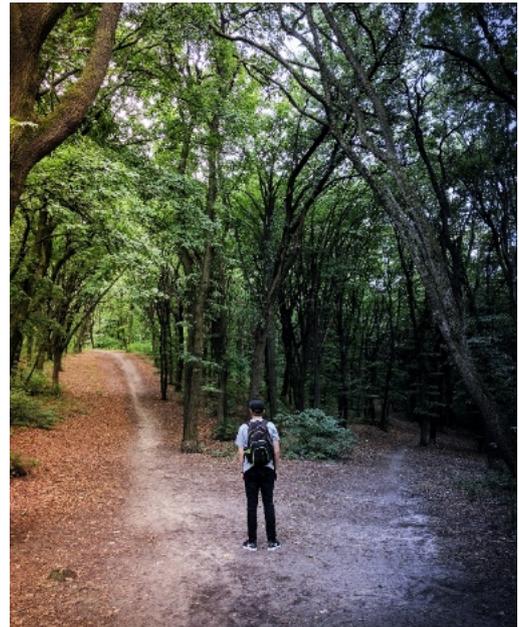
	Presenter 1	Presenter 2	Presenter 3
Session 1	Di Hockridge	Glenda Hepplewhite	N/A

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### **Forming Theological Students for Life Work and Ministry.**

#### **A Learning Design Framework**

This paper introduces a design framework that educators and designers can use to design courses that contribute to the formation of theological students for life, work, and ministry. The framework is based on the author's recently conducted doctoral research which used a design-based research methodology and drew on the field of Learning Design. This research project was initiated in response to questions in the Australian theological education community about how to continue to enable the holistic formation of students as theological degree programs are increasingly offered in multiple study modes including online. Working with a team of educators the author developed, implemented, and evaluated online learning solutions (at Ridley College, Melbourne) which were designed to contribute to forming students in online degree programs for life, work and ministry. The proposed framework recommends pedagogies and design principles that can be applied to all modes of study.



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### **Experiences of Female Pentecostal Theological Students in Australia**

While many scholars have researched theological education globally, and others have explored key female leaders in the Australian Pentecostal movement, little work has focused on the experiences of female Pentecostal theological students in Australia. Unlike many other Christian traditions, ecclesiological leaders in Australian Pentecostalism encourage women to undertake bible college training. By pursuing formalised education in ministry and the resulting spiritual formation, they demonstrate their desire to fulfil the ministry 'calling' While the theology of Pentecostalism promulgates equality, with an emphasis on the priesthood of all believers, there remains a significant ideal–real gap between the perception of 'equality' within the institution and the reality of opportunities open to women in ministry. The purpose of my research is to explore the following research questions, why female undergraduate students pursue theological education given the apparently limited graduate destination opportunities? And how can faith-based higher education institutions support female students in theological education? What has emerged from

the research is the development of a model. The model is based on the full student lifecycle, that will help female students successfully transition into, through and out of Australian Pentecostal theological training. This paper argues that female undergraduate theological students at AC flourish in an environment where they: hold courageously to a sense of divine 'calling' despite environmental challenges; mirror positive mentoring role models; are immersed in strategic curriculum designed to promote women in leadership; and are empowered in their personal and professional identity within the *ekklēsia* and broader community.