J. Ted Blakley

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Education

Sept 2008 **Doctor of Philosophy, New Testament**
St. Mary's College, University of St. Andrews; St. Andrews, Scotland

Supervisor: Prof. Ronald A. Piper
Ph.D. Thesis: "Incomprehension or Resistance?:
The Markan Disciples and the Narrative Logic of Mark 4:1–8:30"

Sept 2003 *__Master of Letters__ (completed all requirements), *First*
St. Mary's College, University of St. Andrews; St. Andrews, Scotland

Supervisor: Prof. Richard Bauckham
M.Litt. Dissertation: "The Crisis of Diversity:
Historical Objectivity and the Quest for the Historical Jesus"

** I completed all of the requirements for the M.Litt degree., received a First on the coursework and on the dissertation, and opted to transfer into the Ph.D. program in lieu of accepting the M.Litt. degree.*

Sept 2001 **Master of Divinity**
Fuller Theological Seminary; Pasadena, California

May 1993 **Bachelor of Arts in Religion and Philosophy**, *Summa Cum Laude*
Friends University; Wichita, Kansas

Honors Thesis: "Private Conversations with Jesus:
Translations and Reflections in the Gospel of John"

May 1993 **Bachelor of Arts in Theological Languages**, *Summa Cum Laude*
Friends University; Wichita, Kansas

Honors and Awards

Fuller Theological Seminary; Pasadena, California

2001	Everett F. Harrison, Jr. Memorial Scholarship Award in New Testament
2000	The Dunavant/Reeves Scholarship
1999	George and Della Hummel Scholarship
1998	James F. & Barbara Beré Merit Scholarship

Friends University; Wichita, Kansas

1993	Outstanding Religion Major
1992, 93	Alpha Chi Honor Society
1992, 93	Honors Seminar Fellow
1989, 90	New College Fellow
1989, 90, 91, 92, 93	President's Honor Roll
1989, 90, 91, 92, 93	Dean's Scholarship

Academic Employment

Friends University; Wichita, Kansas

2007–present **Adjunct Professor**
Undergraduate: Basic Christian Beliefs (F07)
Graduate: Biblical World: Old Testament (SU08)
Fundamentals of Exegesis: Hebrew (SU07, SU08)

St. Mary's College, University of St. Andrews; St. Andrews, Scotland

2005–2006 **University Lecturer**
Undergraduate: Hebrew 2: Hebrew Prose and Poetry (SP05, SP06)

2004–2005 **University Tutor**
Undergraduate: New Testament 1: Jesus and the Gospels (SP04, SP05)
Hebrew 1: Introduction to Hebrew Language (F04, F05)

Fuller Theological Seminary; Pasadena, California

1998–2002 **Teaching Assistant**
Graduate: Beginning Greek Intensive (W98, SU98, F98, SU99, W99, SU00)
New Testament 1: Gospels (F00, W02)
New Testament 1: Gospels, Distance Learning (SU99, F99, W00, SP00, SU00, F00, W01, SP01, SU01, F01, W02)

Related Academic Employment

Logos Research Systems, Inc.; Bellingham, Washington

current **The Lexham Syntactic Greek New Testament Project**
Belong to a team of scholars who are developing a new grammatical database of the GNT in which each sentence is analyzed and hierarchically arranged into clauses and phrases and each word is analyzed for its syntactic and semantic force to determine the role it plays in its current context. I am responsible for analyzing and tagging Mark and Luke-Acts.

Wichita Public Schools (USD 259); Wichita, Kansas

2007–present **Substitute Teacher**
Subteach in a variety of elementary, middle school, and high school settings.

Fuller Theological Seminary; Pasadena, California

1998–2002 **Instructional Technologist and Educational Graphic Artist**
Assisted professors in incorporating new educational technologies into their research and classroom instruction, helping them work through the theoretical and practical issues involved in the use of educational technology in the learning process, and training them in the use of educational hardware and software. Developed educational products for use in classroom and online instruction, including the design of course websites, PowerPoint lectures, and the creation of original graphics related to the given subject matter. Trained professors in developing and maintaining their own course websites.

Ecclesiastical Employment

The Church of Our Saviour Episcopal Parish; San Gabriel, California

2002–present **Curriculum Development**
Write curriculum for a series of small group Bible studies (see Publications and Projects).

2000–2002 **Coordinator of Small Group Ministries**
Designed and wrote curriculum for small group Bible studies and facilitated weekly small groups studies. Helped design and implement a training program for small group facilitators.

1999–2000 **Liturgical Coordinator**
Participated on a worship team that planned and implemented an alternative service of worship on Sunday mornings, followed by a small group Bible study.

University Friends Church; Wichita, Kansas

1992–1993 **Youth Pastor**
Helped develop the Youth and Children's Ministries. Primarily responsible for Sunday School, youth group, and other programs for middle-school-aged youth.

Papers, Presentations, and Lectures

2004 Apr 14 "The Crisis of Diversity: Historical Objectivity and the Quest for the Historical Jesus." Paper presented to the Biblical Studies Seminar of St. Mary's College, University of St. Andrews; St. Andrews, Scotland.

2003 Apr "Christian Faith and the Historical Jesus — Christian Faith and the Historical Study of Jesus." Lecture given to The Historical Jesus honors module at St. Mary's College, University of St. Andrews; St. Andrews, Scotland.

Publications and Projects

Under contract to completely revise Frank J. Mulligan, *A Lector's Guide to the Episcopal Eucharistic Lectionary* (St. Mark's Press: Wichita, Kans., 1986).

Contributor of articles to *The New Interpreter's Dictionary of the Bible* (ed. Katharine Doob Sakenfeld. Abingdon Press: Nashville, Tenn., 2006).

Individual small group studies for *The Art of Engaging Holy Scripture: Study Series*. Produced for Church of Our Saviour (San Gabriel, Calif.) and St. Barnabas on the Desert Episcopal Church (Scottsdale, Ariz.).

- The Climax of Prophecy — A Study of the Book of the Revelation (in progress)
- Engaging Holy Scripture I and II — The Bible for Beginners
- Our Old Testament Story — A Survey of the Old Testament
- Our New Testament Story — A Study of the Acts of the Apostles
- Knowing and Following Jesus — A Study of the Gospels
- Jesus the Prophet — A Study of the Gospel of Luke
- Conversations with Jesus — Studies in the Gospel of John

While at Fuller, I edited, revised, and made significant additions to the then Greek professor's self-published grammar, *Introducing New Testament Greek* (Samuel Gantt, 1998).

Academic Memberships

The Society of Biblical Literature
The Mark Group of the Society of Biblical Literature

Academic References

Prof. Ronald A. Piper — B.D., Ph.D.
University Vice-Principal for Governance & Planning
Professor of Christian Origins
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University of St. Andrews
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Prof. Christopher Seitz — M.T.S., S.T.M., M.A., M.Phil., Ph.D.
Professor of Biblical Interpretation
Wycliffe College, University of Toronto
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Prof. Marianne Meye Thompson — M.Div., Ph.D.
George Eldon Ladd Professor of New Testament
Fuller Theological Seminary
135 N. Oakland Ave.
Pasadena, California 91182
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Dr. Bruce W. Longenecker — Ph.D.
Senior Lecturer in New Testament
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University of St. Andrews
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Professional and Personal Reference

The Rev. James B. Clark II
Rector
St. Barnabas on the Desert Episcopal Church
6715 N. Mockingbird Lane
Scottsdale, Arizona 85253
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Philosophy of Education

My philosophy of education begins with a simple observation: education is hard work. Learning is hard work, teaching is hard work. It may be enjoyable work; it may be boring work. It may be exhausting or exhilarating. But in the end, educating and being educated is hard work, and there is no getting around it. Nor should we try because hard work is inherently good. Thus, I serve my students best, not by alleviating work but, by equipping them for the task and by removing any unnecessary obstacles so that their work is as productive as possible. As a teacher, I invite my students to join me in this work by providing input, direction, encouragement, critical assessment, and the space for questions and mistakes.

At the center of my vision of academic education are communities of learners — teachers and students committed to one another in their endeavor to acquire understanding and develop the skills of critical, yet generous, thinking and argument. Such communities of learning are grounded upon a subject-centered model of education (neither teacher- or student-centered), where teachers and students inhabit the same side of the epistemological divide vis-à-vis the subject. Education is not a monologue, a one-way transmission of knowledge from teacher to student, where the teacher as priest mediates the subject. Education takes place as dialogue, where both teacher and student have direct access to the subject and where both hold one another accountable according to what the subject does and does not disclose about itself.

At the same time, this truly democratic paradigm does not obliterate the important differences between the teacher and her students in their respective roles. Though I, with my students, am first and foremost a learner, I remain as their teacher the one responsible for creating the space that fosters discovery and revelation and for maintaining the dialogue as dialogue, always resisting the temptation to transform it into a monologue or to limit my role to that of a facilitator. Instead, I continually endeavor to cultivate what Parker J. Palmer calls the spiritual virtues of humility and faith, where "the humility that enables us to hear the truth of others must stand in creative tension with the faith that empowers us to speak our own."[1]

The strategies and pedagogy that support this vision of learning communities are multiple and varied. I find as much value in a stimulating lecture as I do a classroom discussion or PowerPoint presentation. In all that I do I seek to be sensitive to the different ways people learn, for example, by developing lessons that incorporate all of the learning modalities (auditory, visual, and tactile-kinesthetic). With experience both as a computer technician and as a graphic artist, I am quite keen on the use of educational technology in the classroom, but only so long as the technology itself remains transparent.

[1] Parker J. Palmer, *To Know as We Are Known: A Spirituality of Education* (San Francisco: HarperSanFrancisco, 1983), 109.