



significant learning in the classroom. Presentation de l'auteur For several decades concern has been expressed about the need for greater integration and contextual significance in the curricular design of theological education. In addition there has been a growing awareness of the role theological schools should play in strengthening the missional vision and practice of local churches. Since 2008 the Arab Baptist Theological Seminary in Lebanon has been engaged in an ongoing experiment in the design and implementation of an integrated and contextually driven curriculum. Drawing on lessons learned from this experience, and from the wider discourse currently taking place in higher education, *Transforming Theological Education* provides theoretical foundations and practical principles for purposeful curriculum design, as well as tools for integrated and contextually significant learning in the classroom.