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CD 560 The Ministry of Teaching

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Syllabus

Course: CD560 W1 (SP 2009)
Title: Ministry of Teaching
Hours: 3.00
Published: Yes, on 02/05/2009
Prerequisites:

None

Department: Christian Discipleship
Faculty: Dr. Beverly Johnson-Miller



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Office: FM

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Meetings:

During 02/09/2009 to 05/22/2009 on Thursday from 2:30p to 5:15p in MC204.

Maximum Registration: 15

Catalog Description: This course explores the purpose, nature, and practice of teaching. Theological, philosophical, and psychological-educational principles and theories foundational to the ministry of teaching are examined. Attention is given to the significance of the teacher's selfhood (identity, integrity, temperament, and learning preference); teaching as a sacramental act; learning styles; and teaching approaches (i.e. narrative, praxis, conversational), methods, and techniques. Emphasis is placed on the development of the student as teacher. The pedagogical theories and approaches studied in this course are applicable to many contexts and age groups such as higher education, missions, leadership training, and ministry with children, youth, and adults.

Objectives:

COURSE OBJECTIVES

By the end of this course, you should be able to:

1. Understand the significance of the teacher's selfhood in the educational process.
2. Identify and implement comparative theoretical models for teaching.
3. Understand some of the biblical, theological, philosophical, and psychological-educational principles and theories foundational to the ministry of teaching.
4. Recognize and aspire to emulate the purpose, practices, and passion of Jesus as teacher.
5. Critically reflect on and evaluate the relationship between specific theories of teaching and the dynamics of transformation.

Required Texts:

Barbara Bruce, *Our Spiritual Brain*. Nashville: Abingdon Press, 2002. ISBN: 0-687-09266-3

Marlene D. LeFever, *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: Cook Communications Ministries, 1995. ISBN: 0-7814-5117-5
Dorothy Mackeracher, *Making Sense of Adult Learning*, 2nd Edition, Toronto: University of Toronto Press, 2004. ISBN: 0-8020-3778-X

Mary Elizabeth Moore, *Teaching as a Sacramental Act*. Cleveland: The Pilgrim Press, 2004. ISBN: 0-8298-1647-X

Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers, 1998. ISBN: 0-7879-1058-9

Robert Pazmino, *Basics of Teaching for Christians*. Grand Rapids: Baker Books, 1998. ISBN: 0-8010-2173-1

Susan Shaw, *Storytelling in Religious Education*. Birmingham: Religious Education Press, 1999. ISBN: 0-89135-111-6

Learning Styles Inventory. Available at the bookstore.

Recommended Texts:

Books for Future Reading:

Marsha Rossiter & M. Carolyn Clark, *Narrative and the Practice of Adult Education*. Florida: Krieger Publishing Company, 2007. ISBN 13:978-1-57524-222-4

Parker J. Palmer, *To Know as we are Known: a spirituality of education*. San Francisco: Harper & Row, Publishers, 1983. ISBN: 0-06-066456-8

Thomas Groome, *Christian Religious Education*. San Francisco: Harper & Row Publishers, 1980, ISBN 0-06-063491-X

Anne Streaty Wimberly, *Soul Stories: African American Christian Education*. Nashville: Abingdon Press, 1994. ISBN: 0-687-00932-4

Joseph Lowman, *Mastering The Techniques of Teaching*. San Francisco: Jossey-Bass, Inc. 1995. ISBN 0-7879-0127-X.

John M. Bracke and Karen B. Tye, *Teaching the Bible in the Church*. St. Louis: Chalice Press , 2003. ISBN 0-8272-3643-3

Course Requirements:

COURSE REQUIREMENTS

1. Active participation in the class:

Faithful attendance – your presence in every class is expected and required. This is especially important during the weeks of peer teaching. It should be regarded as a matter of personal integrity to attend and enthusiastically participate in your colleagues' teaching modules.

Reflecting on assigned texts – you must demonstrate thoughtful engagement with the assigned readings in preparation for class discussions.

Contributing to class – your willingness to actively participate in class discussions and activities is a crucial part of the course learning experience

Completing special assignments – at times you will be asked to reflect on specific questions or briefly interview others in preparation for the next class session. These mini assignments are a required aspect of class participation.

2. Reading reflections

Reading reflection papers will be assigned for each of the required texts. The reading reflection will include specific questions provided by the professor. See class schedule for specific due-dates.

3. Writing Assignments demonstrating in-depth personal and critical/integrative reflection on assigned readings and course concepts:

#1 – Critical Incident Questionnaire: Experiencing Learning (this assignment is a modified version of Stephen Brookfield’s suggestion in *The Skillful Teacher*, pp. 32-33.) You may complete this assignment in an outline format as long as you include clear descriptions of critical details (3-6 pages). (Due: March 5) Reflect thoroughly on a recent planned educational learning experience (course, workshop, or conference). Describe with clarity and detail the following aspects of your learning experience:

1. The incident (or incidents) that you recall as being the most exciting and rewarding because it represented a learning “high” for you at a time when you felt that something important or significant was happening to you as a learner.
2. The incident (or incidents) that you recall as being the most distressing (or disappointing) for you because it represented a learning “low” – a time when you felt despair or frustration about your learning activities.
3. The characteristics and behaviors of teachers that you found most helpful to your learning.
4. The characteristics and behaviors of teachers that you found hindered your learning.
5. Those times when you felt valued and affirmed as a learner and why this was so.
6. Those times when you felt demeaned and patronized as a learner and why this was so.
7. The most important insights you realized about the nature of effective teaching.
8. The most important insights you realized about yourself as a learner.
9. The most pleasurable aspects of learning you experienced.
10. The most painful aspects of learning you experienced.

Review your responses to the questions above, and analyze according to the following:

1. What common themes emerge from your descriptions of the learning experiences that are most useful to you? (Ex. Perhaps the most useful learning experiences for you always involve dialogue.)
2. What common themes emerge from your descriptions of the learning experiences that are least useful to you?
3. What advice would you give to a teacher concerning methods and behaviors that would be most helpful to learners?

#2 – A four to five page paper (Due: March 26) in which you reflect on teaching in relationship to the learning styles discussed in the LeFever Learning Styles text. This reflection will be based on your observations/ participation in a Sunday School class, small group or other formal educational context. You must thoroughly read the LeFever text before your teaching observation, and your written reflection must include the following:

- A description of the context (church, age of group, focus of class, publisher of printed curriculum, etc.)
- A detailed description of the teaching/learning experience (topic, content, teaching methods, teacher/student interactions, hidden curriculum, etc.)
- Identification of your own learning styles and a description of the personal impact of the teaching methods employed
- An analysis of the teaching methods employed based on the various learning styles described by LeFever (Imaginative, Analytic, Common Sense, & Dynamic, as well as Visual, Auditory, & Tactile/Kinesthetic.)
- Concluding ideas on what could be done differently in order to reach everyone in the

class.

#3 Student teaching module and corresponding paper/creative project. Paper Due: May 18.

For this assignment you will create and present to the class a formal lesson. Depending on the size of the class, the teaching modules may have to be done in groups to be arranged the first day of class. Each individual or group of students will have twenty to twenty-five minutes in which they will teach the class on some topic or skill related to Christian discipleship/ministry/higher education. The teaching may be directed toward any age group and must reflect the insights from class discussions including Learning Styles, the required LeFever text. The use of technology (power points/videos) and other creative materials is strongly recommended. Time will be provided in class the first week of the course for development of the group teaching modules.

The student teaching modules will be scheduled for the second week of the course and part of your grade will be determined by peer evaluations. At the end of each teaching module, the class will respond with a critique of the teaching/learning experience. The class will determine in advance, the criteria for critiquing the student teaching modules. The student teaching module must include the following:

- A seven to ten page written paper describing your teaching plan (the context, the topic, theoretical model to be employed, purpose, goals, and related activities).
 - o The relationship between the teaching purpose, goals, and activities must be described in the paper, and clear in your teaching practice.
 - o Name your vision, hopes, and concerns for this teaching project.
 - o A description of your experience as the teacher/s (response of participants, surprises, challenges, fears, insights).
 - o A response to the question "would you use this approach again?" Why?
 - o The paper must include a bibliography of sources consulted in the development of your teaching plan.
 - o Each student in each group will need to write a ½ page (two paragraph) statement on the strengths and limitations of the team teaching process, including information on individual contributions to the process.
- A brief outline of the teaching process to be handed out in class
- A peer evaluation form will be provided in class.

***** Optional focus for teaching module: The educational programs in congregations need to be developed and strengthened. There is a tremendous need for nurturing teachers. It is my hope that some of you will take this class project as an opportunity to develop a Teacher Enrichment seminar that could actually be implemented in our local congregations or for your future ministry. There are numerous possible topics and related resources that could be used. This optional project should be done as a team effort and must be approved by me, your instructor. I hope that some of you will venture in this direction.

Due: Tuesday, March 12, a one page teaching module plan. Outline form is fine. Groups will be provided some time in class to work on the teaching modules.

Evaluation:

Grading and Evaluation

- A (94 and above) Exceptional work: markedly outstanding achievement of course objectives.
- A- (90-93)
- B+ (87-89)
- B (84-86) Good work: strong, significant achievement of course objectives.
- B- (80-83)
- C+ (77-79)
- C (74-76) Acceptable work: basic, essential achievement of course objectives.
- C- (70-73)
- D+ (67-69)
- D (64-66) Marginal work: inadequate, minimal achievement of course objectives.
- D- (60-63)
- F (59 and below) Unacceptable work: failure to achieve course objectives

GRADING PROCEDURES

The grade descriptions written in italics have been determined by the faculty at Asbury Theological Seminary and provide the guidelines for grading. The explanations that follow clarify the meaning of each grade designation.

A = Exceptional work: surpassing, markedly outstanding achievement of course objectives

Exceptional work is constituted by such things as: substantive reflection that reveals engagement of the "big ideas" of Scripture/theology or the "big ideas" represented in the existing body of knowledge from the social sciences in a particular area of study and represented via assigned texts and presentations; thorough and penetrating personal insight gained from consideration of one's experience through the lifespan thus far; creativity in translating assignments into useful pedagogical presentations; and excellence in grammatical, stylistic, and communicative aspects of writing.

B = Good work: strong, significant achievement of course objectives

Good work is constituted by: solid reflection on the assigned readings and presentations in response to the given guidelines for a particular assignment; the capacity to utilize classroom discussions and readings to understand and critically engage one's own story; accurate ability to name specific ministry implications from one's processing of information; and carefulness in grammatical, stylistic, and communicative aspects of writing.

C = Acceptable work: basic, essential achievement of course objectives

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for theological and pedagogical thought in response to the guidelines for a particular assignments; references to one's own

story at a level that makes application of truth and would interest a congregational member in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

D = Marginal work: minimal or inadequate achievement of course objectives

Cursory reading of the texts that fail to represent the author's intent; a flat restatement of the author's work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

F = Unacceptable work: failure to achieve course objectives

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments.

Active Participation = 15 points

Attendance and enthusiastic participation

Completion of special mini assignments

Note taking in class

Reading Reflections = 20 points total

Written Reading Reflections

Learning Styles Analysis

Writing Assignments = 65 points

Paper #1 = 15 points

Paper #2 = 15 points

Teaching Module & Corresponding Paper #3 = (35 points)

Teaching Presentation = 10 points

Corresponding Paper = 25 points

Class Schedule:

CLASS SCHEDULE

Feb. 12 Focus I: Syllabus Review

Focus II: Introduction to the Ministry of Teaching

Beyond Boredom

A Holy Encounter

Feb. 19 Focus I: Developing a Critical Rationale .

Informing or transforming, what's it all about?

Focus II: Power to Teach: the identity and integrity of the teacher

Read: The Courage to Teach

Due: Reading Reflection #1

***Bring Making Sense of Adult Learning to Class

Feb. 26 Focus I: Teaching as a Sacramental Act

Read: Teaching as a Sacramental Act

Due: Reading Reflection #2

Mar. 5 Focus I: Jesus, the Teacher: mimic his methods or practice his purpose and passion.

Read: one of the four gospels: Matthew, Mark, Luke, or John.

Mini Assignment - As you read, reflect on the following:

1. What was the purpose/goal of Jesus teachings?
2. What was the relationship between his teachings and his life?
3. How did Jesus teach? (approach/methods etc.)

Focus II: Critical Incident Discussion

Due: Writing Assignment Paper #1

Mar. 12 Focus I: Narrative Pedagogy: teaching via storytelling

Read: Storytelling in Religious Education, pages: 1-143

Due: Reading Reflection #3

** Bring the Storytelling and Religious Education text to class!!

Mar. 19 Focus I: Conversational Pedagogy: talking that transforms

Dialogical-Deep Learning: shared praxis in empathic form

Focus II: Development of Peer Evaluation Form

Read: Our Spiritual Brain

Due: Reading Reflection #4

Due: One-Page Teaching Module Plan (outline only)

Mar. 26 Focus I: Learning Styles Inventory

Focus II: Learning Styles Video Presentation

Read: Learning Styles,

Due: Writing Assignment Paper #2

** Bring your completed learning styles inventory to class

Apr 2 Reading Week – No Class

Apr. 9 Focus I: Methods that Matter

Read: Basics of Teaching for Christians

Due: Reading Reflection # 5

Apr. 16 Focus I: Environment and Strategies
Read: Making Sense of Adult Learning, pages 186-227.
Due: Reading Reflection #6

Apr. 23 Focus I: Student Teaching Modules
Focus II: Self Reflection and Evaluation

Apr. 30 _____

May 7 _____

May 14 _____

May 21 Finals Week