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CD 560 The ministry of Teaching

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CD 560: The Ministry of Teaching
Course Syllabus – Spring 2007
Tuesdays, 1:00 p.m. - 3:45 p.m.

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***This syllabus is subject to change prior to the first day of class. Required texts listed below have been ordered by the bookstore and will **not** change.

COURSE DESCRIPTION

Analytical study of the teaching act and of teaching-learning events, including examination of the teaching acts in the ministry of Jesus. Coursework involves: (a) theological reflections and readings from Christian education and the human sciences; (b) consideration of the spiritual formation, skills, and temperament of the teacher; and (c) the presentation and evaluation of a teaching module designed by the student.

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

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

Marlene D. LeFever, *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: Cook Communications Ministries, 1995. ISBN: 0-7814-5117-5

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.

Books for Future Reading:

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

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

PHILOSOPHY OF EDUCATION

In order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on and openly discuss your personal experiences and understandings related to various topics. You may also be required to participate in reflective learning games or simulation projects. Your presence and enthusiastic participation in all class activities will determine the value of your learning experience.

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: Feb. 27, 2007)** 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 20, 2007**) 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 15, 2007.

For this assignment you will create and present to the class a formal lesson. Due to the intensive nature of the course, and 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).

- The relationship between the teaching purpose, goals, and activities must be described in the paper, and clear in your teaching practice.
 - Name your vision, hopes, and concerns for this teaching project.
 - A description of your experience as the teacher/s (response of participants, surprises, challenges, fears, insights).
 - A response to the question “would you use this approach again?” Why?
 - The paper must include a bibliography of sources consulted in the development of your teaching plan.
 - 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. A brief outline of the teaching process to be handed out in class
 - b. 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: , a one page teaching module plan. Outline form is fine. Groups will be provided some time in class to work on the teaching modules.

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 (5) = 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 (4) = 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 (3) = 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 (2) = 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 (1) = Unacceptable work: failure to achieve course objectives

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

Active Participation = 15%

Attendance and enthusiastic participation

Completion of special mini assignments

Note taking in class

Reading Reflections = 15%

Written Reading Reflections

Learning Styles Analysis

Writing Assignments = 70 %

Paper #1 = 15 %

Paper #2 = 15%

Teaching Module & Corresponding Paper #3 = 40%

Teaching Presentation = 15%

Corresponding Paper = 25%

CLASS SCHEDULE

- Feb. 6 **Focus I:** Syllabus Review
Focus II: Introduction to the Ministry of Teaching
Beyond Boredom
- Feb. 13 **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
- Feb. 20 **Focus I:** *Teaching as a Sacramental Act*
Read: Teaching as a Sacramental Act

Due: Reading Reflection #2

Feb. 27 **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. 6 **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. 13 **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. 20 **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**

Mar. 27 **Focus I:** *Methods that Matter*

Read: Basics of Teaching for Christians

Due: Reading Reflection # 5

Apr. 3 **Focus I:** Teaching Techniques

Read: Mastering the Techniques of Teaching, pages 1-224.

Due: Reading Reflection #6

Apr. 10 Reading Week – No Class

Apr. 17 **Focus I: Student Teaching Modules**
Focus II: *Self Reflection and Evaluation*

Apr. 24

May 1

May 8

May 15 Finals Week – No class

*******Corresponding Module Paper #3 DUE: May 15, 2007**

Covenant to Grow

Transformational teaching and learning will only take place in our class if you as a participant are willing to grow. Openness to growth and change is not a passive process of blind acceptance. Rather, openness to growth and change requires personal interest in the subject and a willingness to invest in the learning-experience through positive and personal critical reflection, thoughtful and enthusiastic dialogue, and timely fulfillment of assignments. Growth involves desire, vision, and intentional effort. Growth and change require risk, inconvenience, sacrifice, waiting, and hard work. Growth may even be painful at times. If everything in this class affirms what you already know and believe, then there is no room for growth. Growth will require openness to new ideas and insights, and willingness to actively and enthusiastically explore. I, as your instructor, covenant to enthusiastically facilitate to the best of my ability a transformational learning experience. I will actively pursue opportunities for growth on your behalf, and will joyfully invest in your growth during this course. What about you? Are you ready and willing to grow? If so, please complete the following:

Covenant to Grow

I, _____, join my instructor and fellow classmates in this covenant to grow during this class experience, CD 560, Ministry of Teaching class, January 2005.. I am committed to

Signed: _____

Date: _____

- Feb. 10 *Introduction to the Ministry of Teaching: informing or transforming, what's it all about?*
Developing a Critical Rationale
- Feb. 17 *Developing a Critical Rationale Cont.*
Teaching via Narrative(?)
 Read: Creative Ministry, pp. 1-20, on reserve in library.
DUE: Writing Assignment Paper #1
- Feb. 24 *Learning Styles – Class conference with author, Marlene Lefever*
 Read: Learning Styles, entire book
DUE: Writing Assignment Paper #2
 Prepare a list of five questions for conference discussion. (These questions and the learning styles analysis count as Reading Reflections)
- Mar. 2 *Guest Presenter: Dr. Don Joy*
 Read: Meaningful Learning in the Church by Don Joy (No written Reading Reflection required. Be prepared for discussion with the author.)
- Mar. 9 *Creative Teaching Methods- Class conf. with author, Marlene Lefever*
Lecturing Creatively
 Read: Creative Teaching Methods, Chapters 1-3, on reserve in library
 Complete: Personal Creativity Analysis “How Creative are You?”, to be handed out in previous class. (This analysis counts as a Reading Reflection Activity)
- Mar. 16 *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:
4. What was the purpose/goal of Jesus teachings?
 5. What was the relationship between his teachings and his life?
 6. How did Jesus teach? (approach/methods etc.)
- DUE: One page teaching module plan.**
- Mar. 23 *Teaching for Transformation: an introduction to shared praxis*

Development of Peer Evaluation Form

Read: Christian Religious Education, Chapter 10, on Reserve in Library

Read: Teaching the Bible in the Church by Bracke and Tye

Due: Reading Reflection #2

Mar. 30 Reading Week

April 6 *Teaching Methodology*

Preparing Discussions

Read: Teaching and Religious Imagination by M. Harris

Due: Reading Reflection #3

April 13 *Teaching via Narrative(?)*

Read: To Know as We are Known by P. Palmer

Due: Reading Reflection #1

Teaching Modules

April 20 Teaching Modules

April 27 Teaching Modules

May 4 Teaching Modules

May 11 Teaching Modules

May 18 Finals Week If time is needed to complete teaching modules, class will meet during exam time.
