



ED 501: Teaching and Learning
Spring 2011 (3 credits)- Directed Study
Instructor: Rev. Arch Wong, D.Min., Ph.D.

Contacting the Instructor

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Course Description

This course will provide opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for learners to examine a variety of learning theories, perspectives and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches/institutions. Through examination of five theoretical perspectives on designing learning experiences and analyses of twelve research based “science of learning” principles, learners will have an opportunity to grow in their understanding of their own teaching strengths and challenges, and to consider with others in the course, how to best design and implement effective learning experiences in churches/institutions.

Learning Outcomes

The goal of this course is to strengthen the ability of learners to integrate their understanding of learning into their ministry practices of teaching so that they become more effective facilitators, teachers and communicators. By the end of the course, learners should be able to:

- Identify selected learning perspectives and principles and describe their application to teaching and facilitation practice in church/institution;
- Analyze learning perspectives and principles and understand how each inform and strengthen teaching and facilitation competency;
- Develop learning experiences with learners understanding intentionally designed for within the learning experiences;
- Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values;
- Assess and evaluate how perspectives and principles examined in the course confirm/disconfirm learners’ practice and its attending assumptions, beliefs, theories and values;
- Analyze how learners’ current practice in turn affirms/disaffirms the course’s perspectives and principles of learning.

Required Texts

Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., and Norman, M. (2010). *How learning works: 7 principles for smart teaching*. San Francisco: Jossey-Bass.

Pratt, D. (1998). *Five perspectives on teaching in adult and higher education*. Florida:

Krieger Publishing Company.
Teaching Perspectives Inventory (To be done on-line).

Course Requirements

Reflection Papers/Assignments (40%)

There are 5 reflection papers/small assignments to be done:

1. Describe your current philosophy of teaching, with reference to yourself as a teacher or facilitator in a church or institution. Write a statement so that it identifies the principles, or ideas that guide you in the following three categories:
 - Who are you as a teacher, facilitator or preacher;
 - What you stand for (as a teacher, facilitator or preacher);
 - What you would like to be known as, by those who learn from you in your ministry (as a teacher, facilitator or preacher).

Craft your Philosophy Statement without reference to other's opinion (5%). Due date: May 18th.

2. Reflection Paper on Bernie Potvin's class- Write a 2-3 page (single space, 12 point) reflection paper on Bernie Potvin's class. The reflection paper should have: 1) A short description of the topics covered; 2) Your analysis of the class topic; and 3) Your synthesis of the class which includes but not limited to your opinions and new insights if any that you have learned (5%). Due date: May 18th.
3. Designing Instructional Systems- Based on the reading from Gagne, Wager, Golas, and Keller chapter 2, reflect and write an instructional system based on the ADDIE Model with the Course/Program Design in mind (10%). Due date: May 31st.
4. Designing Plan Assignment- Based on the reading from Caffarella chapter 9, do exercises 9.1, 9.2, 9.3, 9.4, and 9.5 based on the Course/Program Design (10%). Due date May 31st.
5. Learning Principles- Read Ambrose's et.al. book and write up a 2 page reflection of how it might be used for Course/Program Design (10%). Due date June 8th.

Book Review (10%)

Review Daniel Pratt's book, *Five perspectives on teaching in adult and higher education*. The book review should move beyond providing a summary of the book's contents to providing a **critical** evaluation of the book being reviewed. This can include (but is not limited to) identifying unique or significant contributions the book makes to its field, identifying any shortfalls or gaps evident in the book, and recommendations regarding a target audience(s) for the book. The final section of the review should address the application to a ministry context. The book review should not exceed 1500 words. Due date: May 31st.

Course/Program Design (40%)

The student will design at least a 10 page course or program for possible use in their church/institution (40%). The program will be designed for an audience of the student's choice (e.g. adult elective in Sunday school; home Bible study or small group; children and youth club activity; university classroom). The program will have three parts:

- Course/program description of goals, objectives, rationale, materials/resources required, statements of course/program themes or content, instructional strategies chosen to deliver the content. Assessment procedures chosen to gather information to determine if your course/program has been effective;
- Clear identification of how your course/program is based on at least two of the perspectives examined in this course;
- Clear identification, in writing in the actual course/program, where at least six principles of learning have been deliberately considered in the design of the course/program.

Due date: June 30th.

Course/Program External Review (10%)

The student will arrange for an external review of their course/program—please plan this carefully and well in advance. The review is to be undertaken by a peer at the participant's home church or institution either by: 1) Course/program review by the peer or assessment comments following the delivery/facilitation session at the participant's home church/institution should be submitted to the instructor immediately (one page review maximum from peer); **or** 2) If unable to deliver the course/program at the participant's home church/institution, the external reviewer should submit a 1 to 2 page critique of the course/program design to the instructor addressing:

- The strengths and weaknesses of the course /program design.
- Does the course/program design accomplish its goals and objectives?
- How might the course/program be strengthened?
- Other important and relevant comments.

In addition, the student should submit an 8 to 10 page reflection paper that answers three questions:

- In my program, what was my main idea about designing and delivering church/institution based courses/programs so that my participants learn;
- On the basis of the external review, what now is my main conclusion regarding designing programs;
- What remains fuzzy for me regarding learning and designing learning programs.

Due date: June 30th

Course Grades

Reflection Papers/Assignments	40%
Book Review	10%
Course/Program Design	40%
Course/Program External Review	10%

The available letters for this course grades are as follows:

Letter Grade Percentage

A+	95-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	90-94%	
A-	85-89%	
B+	78-84%	Good - clearly above average performance with knowledge of subject matter complete
B	74-77%	
B-	70-73%	
C+	67-69%	Satisfactory - basic understanding of subject matter
C	63-66%	
C-	60-62%	
D+	55-59%	Minimal pass - marginal performance
D	50-54%	
F	below 50%	Failure - unsatisfactory performance or failure to meet course requirements.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.