



CANADIAN
THEOLOGICAL
SEMINARY

Alliance University College

ED 501 TEACHING AND DISCIPLE MAKING
SYLLABUS – WINTER 2006

Instructor: Joseph C. Hassey, PhD

Class Times: Wednesdays from 1:00 pm to 3:45 pm

Class Location:

Email: jhassey@auc-nuc.ca

Office Phone: 410-2918

Office Hours: I am regularly in the office (Room 719) from 8:30 am 4:00 pm every day.

It is generally best to make an appointment with Shelly Sylvester, my assistant, if I am not in the office.

Home Phone: 232-6695 (Please do not call after 9:00 pm)

I. OFFICIAL COURSE DESCRIPTION:

This course uses group and experiential learning to provide participants with growing confidence in their identity as communicators in diverse teaching situations, aware of the diversities of learners and instructional methodologies relevant to Christian educational ministry.

THE “UNOFFICIAL” COURSE DESCRIPTION: The course methodology (group and experiential learning) as listed in the “official” course description above will not be an explicit part of the course this semester but will be addressed as it relates to instructional methodologies. The class will involve our seeking to answer a number of questions about the teaching ministry of the church (local and otherwise) from an educational perspective. Some learning outcomes for this course will be designed around the particular interests and/or goals of the individual students.

II. COURSE TEXTBOOKS

The following three textbooks are required:

Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the Twenty-First Century*. Grand Rapids: Baker, 2001.

Livermore, Dave. *Connecting Your Journey with the Story of God: Disciplemaking in Diverse Contexts*. Elburn, IL: Sonlife Ministries, 2001.

Thigpen, Jonathan N. ed. *Teaching Techniques: Revitalizing Methodology*.
Wheaton: Evangelical Training Association, 2001.

II. COURSE LEARNING OUTCOMES:

AT THE COMPLETION OF THIS COURSE, YOU WILL - -

1. understand the historical, philosophical and theological bases of education for use in the context of ministry;
2. be aware of how your past experiences and your current understandings of education can serve as resources for planning and leading in various contexts of ministry in faith communities;
3. understand the nature of teaching and learning and how this relates to faith development and Christian discipleship;
4. be able to engage in theological reflection and to exercise reflective judgment in the evaluation and assessment of educational methods and programs;
5. be able to articulate a theologically informed educational philosophy;
6. be able to articulate a theologically informed approach to spiritual formation and discipleship in various ministry contexts;
7. be able to develop learning objectives and utilize appropriate teaching methods for an age specific ministry setting;
8. possess an appreciation of the diversity of teaching and learning styles to such an extent that it will enable you to cheerfully adapt your own preferred teaching methods; and
9. possess a desire to see individuals grow in faith, understanding, and Christ likeness and possess a confidence that you can provide pathways for this to occur.

III. HOW THESE LEARNING OUTCOMES WILL BE ASSESSED:

Classroom presentations, readings, and assignments will focus on each of these specific learning outcomes enabling you to individualize these outcomes. Students will be expected to do the following:

1. Attend class and be prepared to engage in relevant participation individually and collectively.
2. Complete all reading assignments:
 - a. *Required Textbooks*. Students are expected to read each of these books carefully and in their entirety. A *Reading Report*, indicating that you have read the three textbooks, is to be turned in no later than April 26, which is one week after the last and the last day of examination week.

- b. *Supplemental Reading and Reflection Paper*. Rather than write a formal research paper, you are to do at least 900 pages of supplemental readings in a specific area of interest in educational ministry or discipleship. These 900 pages are in addition to that done in the course text books and any other readings assigned in class.

Students will provide a description of the subject area and a list of the planned readings to the instructor on February 1, the fourth week of the class.

A final copy of the *Supplemental Reading and Reflection Paper* will be written that provides an overview of this area of interest, a summary of your readings (including a bibliography and number of pages read), and your own personal reflections on the material you have read in terms of how it has shaped your thinking. This paper is to be from 5 to 8 double spaced pages in length, not including your bibliography and is to be turned in no later than April 26.

3. Presentation of a *Verbal Report on Your Reading and Reflection*. Every student is expected to present a verbal report in class on either April 12 or April 19 based on the readings done for the *Reading and Reflection Paper Assignment*. To facilitate the presentation of the report, each student should prepare a handout that indicates the subject area of your readings and a brief summary outline of significant observations resulting based on your reflection on these readings. This verbal report will be evaluated on content but also on the method of presentation being used as the student will seek to engage the class in “active learning” and in “theological reflection” relating to your significant observations. The length of time to be allocated for this presentation will depend on total course enrollment.

4. Complete of other written assignments including:

- a. *An Educational Autobiography*. The *Educational Autobiography* is a brief written summary of the educational influences in your life. This may include experiences, individuals, or organizations that have shaped your understandings or attitudes toward education either positively or negatively. In describing your educational journey you want to consider how your educational background has shaped your current attitude toward education in general and Christian education in particular. Length: Not to exceed 3 pages double spaced. *Due date: February 15*
- b. *A Philosophy of Educational Ministry*. Course readings and classroom discussion should enable you to articulate a statement of your own educational philosophy of ministry. Additional guidelines for this assignment will be presented in class. This assignment is designed to be a useful attachment to your resume or as a starting point in situations where you may be asked to state your philosophy of education verbally. *Due date: April 5*

- c. *An Educational Curriculum Outline.* For this assignment you are to use the learning outcomes indicated below and to develop a curriculum for use a local church setting. The curriculum will take the form of an outline of the steps you believe need to be taken at each level (pre-school through senior adult) to accomplish the outcomes in a three-month period of time. This curricular outline must include for each level, the specific educational context for teaching (i.e. where the specific educational outcomes will be worked on as in small group contexts, congregational gatherings for Sunday services, youth group activities, etc.), the sessional content coverage, the sessional learning outcomes, and proposed methods of teaching. Attention should be given to any “co-curricular” activities that could assist in accomplishing the learning outcomes. Additional details and examples will be provided in class to help you complete this assignment.

The Learning Outcomes to be used for this assignment are as follows:

At the completion of this three month curriculum every participant in the local church will - -

1. Appreciate the importance of loving those who are strangers
2. Know what steps are needed in their own lives to begin demonstrating the love of Christ to others
3. Gain experience in loving those who are marginalized as a step to overcoming fears

Due date: March 22

- d. *An Educational Journal.* Using the approach outlined in Thigpen’s *Teaching Techniques*, students are to prepare an “educational journal” to record various reflections on the nature and methods of education in your experiences this semester. In your weekly routine you encounter experiences in the home, at school, at church, in the workplace, and through various other weekly functions that can contribute to your own education and the education of others. Your educational journal is a way of recording your thoughts and personal reflections on these encounters as they are viewed through a lens of “educational thinking.”

The journaling can be done on a daily or a weekly basis and can be done in any format and style and be any length as long as it is a meaningful collection of your thoughts on the topic.

This assignment seeks to help you to be comfortable with this particular teaching method but also to help you be at ease with “thinking educationally” as you encounter various situations in life. It is hoped that this assignment will enable you to possess a natural pattern of actively engaging in “reflective thinking” and “reflective judgment” in matters relating to the task of education. *Due date: To be turned in no later than April 26.*

IV. INSTRUCTOR'S EXPECTATIONS AND ACADEMIC POLICIES:

- A. *Course grades.* The instructor seeks to give equal value to each of the course assignments, each of which will receive a letter grade. The *grading scale* used for all CTS courses is as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

- B. *Assignment due dates* are noted in the course schedule. As the course proceeds we may make adjustments based on the needs of the students.
- C. *Assignments* may be submitted electronically but only those turned in on paper will be returned with comments.
- C. *Extensions* of time needed for individual assignments can be arranged with the instructor. Extensions of time needed to complete all course work after final examination week require approval by a faculty committee and can only be obtained prior to April 26.
- D. The *format of assignments* will vary depending on the exact nature of the written assignment. It is generally expected that students will use *A Manual for Writers of Term Papers, Theses and Dissertations*, 6th ed. by Kate Turabian as the guide for bibliographic references in any papers submitted.
- F. There are no *examinations* in this course.
- G. It is the responsibility of all students to become familiar with and adhere to *academic policies* of CTS as are stated in the Student Handbook and Academic Calendar.
- H. *Plagiarism and Academic Dishonesty Policy.* The seminary is committed to fostering personal integrity and will not overlook breeches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements 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 Office of the Academic Dean.

VI. CLASS SCHEDULE (*TENTATIVE*)

1. January 11 Educational Foundations Part A
2. January 18 Small Group Assignments
3. January 25 Winter Retreat (no class meeting today)
4. February 1 Educational Foundations Part B
Supplemental Reading Topic and Book List Due
5. February 8 The Nature of Teaching and Learning Part A
6. February 15 The Nature of Teaching and Learning Part B
Educational Autobiography Due
7. February 22 Winter Modules (No regular classes this week)
8. March 1 Learning Outcomes
9. March 8 Learning Styles and Diversity
10. March 15 Teaching Methodologies Part A
11. March 22 Teaching Methodologies Part B
Church Curriculum Assignment Due
12. March 29 Educational Contexts for Ministry
13. April 5 Philosophy of Education paper due
14. April 12 Verbal Presentations in Class
15. April 19 Verbal presentations in Class
Last Day of Class
16. April 26 Last day to turn in course work without an approved extension
End of Final Exam Week