

## ED 501 – 1

# Teaching and Learning

Semester: Winter, 2015  
Days: Mondays, 2:30-5:15 pm  
Room: L2100

Number of credits: 3

Instructor: Rev. Arch Wong, D.Min., Ph.D.  
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Office hours: By appointment

### 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/models 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.

### Expected 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/models and principles and describe their application to teaching and facilitation practice in church/institution;
- Analyze learning perspectives/models and principles and understand how each inform and strengthen teaching and facilitation competency;

### Important Dates:

First day of classes:	January 7, 2015
Registration revision period:	January 18, 2015
Last day to request revised examination:	March 2, 2015
Last day to withdraw from course:	March 20, 2015
Last day to apply for time extension for coursework:	March 30, 2015
Last day of classes:	April 10, 2015

- 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/models 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.

**Outline:**

January 12	Introduction and Review the Syllabus; Letter to the Professor 1; Transmission Perspective and Principles of Learning Part 1
January 19	Developmental Perspective 1, Guest: Dr. Bernie Potvin
January 26	Developmental/Experiential Perspective 2- Kolb Learning Inventory/ Fowler’s Stages of Faith/Principles of Learning 2
February 2	Nurturing Perspective and Self- efficacy/ Principles of Learning 3
February 9	Apprenticeship Perspective/Insight Generating, Shared Praxis, and Case Study Models
February 16	No Class- Mid-Semester Break
February 23	Instructional Design/Designing Learning Objectives/ Principles of Learning 4
March 2	Guided Discovery and Training Models
March 9	Social Reform Perspective
March 16	Teaching and Learning Strategies
March 23	Projects and Inquiry Models, Guest: Dr. Bernie Potvin
March 30	Teaching and Learning Assessment/Program Assessment
April 6	No Class- Easter Monday

*Note: The instructor may adjust the course schedule at his discretion.*

**Requirements:**

*Pre-class Readings*

Before each class, learners are required to do the readings for that week posted on Moodle.

*Reflection Papers/Assignments (30%)*

There are 5 reflection papers/assignments to be done:

1. Letter to the Professor 1- In your first letter, which is due January 19<sup>th</sup> (5%), you should focus on two different but related issues. First, tell me everything you want me to know about your religious background, and furthermore, explain how your background might affect the way you do and think about ministry. This is your opportunity to introduce yourself to me and tell me about who you are—especially about those things that might be relevant to this class. It will also give you an opportunity to reflect on how your religious background will influence how you

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think and do ministry. Second, you should also address the issues of your own learning goals for this course. Why have you chosen to enroll in this course? What do you hope to learn by the end of the semester? How do these learning goals fit into your religious background? How are your learning goals similar to or different from the learning goals stated in the course outline? If you take this assignment seriously and address both of these issues clearly and thoughtfully, then you should expect to receive an A or A- for this assignment—so it is an opportunity to start off the semester with a good grade! The scoring rubric will be posted on Moodle.

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. Due on January 26th (5%).
3. 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. The scoring rubric will be posted on Moodle. Due on February 2<sup>nd</sup> (5%).

4. Designing Plan Assignment- I will give instructions in class for this reflection assignment. Due on March 2<sup>nd</sup> (10%).
5. Letter to the Professor 2- In your second letter, you should tell me about your learning experience during the semester. You want to address 4 related areas: 1) The **content** of your learning (that is, what key ideas or information have you learned about ministry this semester? What have you learn about how to use or apply what you’ve learned?); 2) The **context** of your learning ( that is, how does what you learned this semester fit into the larger context of your life—social, educational, religious, and so forth? Have any of your interests, feelings, or values changed as a result of this class?); 3) The **process** of your learning (that is, what was the best learning experience you had this semester? What have you learned about how you learn best? How will you take this knowledge about yourself and apply it in the future?); and 4) The **outcome** of your learning (that is, which of your learning goals, identified in the course syllabus and in your first “Letter to the Professor” did you achieve? What evidence do you have that they were achieved? Which ones were not achieved? Why do you think these were not achieved? Which of these learning goals will you continue to pursue after this course has finished?). Each of these 4 issues should receive a separate section within your letter. Moreover, please do not respond to the above offered questions mechanically, but shape your responses into a LETTER that offers me a critical evaluation of your learning experience in this course. I would expect this assignment to be, at least 750 words. As with your first letter to the professor, if you take this assignment seriously and address these 4 issues clearly and thoughtfully, then you should expect to receive and A or A- for this assignment. Due on March 23<sup>rd</sup> (5%).

### *Concept Paper (30%)*

You will identify **one ‘big’** concept you would like to see taught with a particular age group in a church setting. Your choice of concept is based on what is most important to you e.g. freedom, redemption, dignity, Christ, church, justice, atonement. Perhaps you believe that you have ‘learned’ misconceptions about some of our faith’s most important tenets. Your concept paper would be that opportunity to correct the wrong and propose how you would design learning experiences so that the concept is accurate and true. Perhaps you have an important interest in children and believe that

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what children understand conceptually serves as an important basis for what they can and do learn later on. Perhaps you have considered how best to design a longer program of learning, with multiple entry points into the learning (small groups, mentoring, Sunday services, reading...) and would appreciate an opportunity to design a universal, comprehensive and personalized program of learning on an important concept (e.g. hospitality in neighborhoods, marriage, sexual behavior...). The choice of concept is up to you and you must write about one concept only.

In no more than ten pages (maximum), single spaced, you are asked to describe how you would 'teach' the concept using 10 of the models. The paper will be written in first person. Each section (ten in total) will include the following: **Rationale** (why you would teach the concept in the way you propose, based on each concept); **Intended learning outcome(s)**; **Content** (themes, topics, sub-concepts, learner actions...), **Assessment and Evaluation**, what would successful learning look like and how would you know learning has in fact been successful; and, **Context** (e.g. numbers, where learning will take place, how organised, what resources or equipment will be used). The assessment rubric will be posted on Moodle. The due date for this assignment is March 30<sup>th</sup>.

### *Course/Program Design (40%)*

Each student will design at least a 10 page course or program for possible use in their church/institution (35%). 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 course/program design will be due on April 10<sup>th</sup>. 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/models 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.

As a way to measure progress and receive feedback from the instructor and peers a rough draft of the course/program description of goals, objectives, rationale, materials/resources required, statements of course/program themes or content, instructional strategies chosen to deliver the content will be submitted on March 9<sup>th</sup> (5%). Also, please submit the feedback from the peer that you have chosen.

### **Submission of Assignments:**

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, such as MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

### **Attendance:**

Learners are expected to attend all classes consistently and punctually. Unexcused absences will negatively affect not only your comprehension of course content but also your grade. If you miss a class, it is your responsibility to borrow notes from a fellow learner, to acquire any handouts, and to discover whether any changes were made to the syllabus.

### **Evaluation:**

Reflection Papers/Assignments- 30%

Concept Paper- 30%

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Course/Program Design- 40%

### Grade Summary:

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 student registration system. Printed grade sheets are no longer mailed out.

### Textbooks:

*Kolb Learning Style Inventor, LSI Workbook* (Purchase from professor, \$20-30).

Potvin, Bernie, Rehn, Nicki, & Peat, David (2014). *Ten strategies for building community with educational technology: A handbook for instructional designers and program developers*. Edmonton, AB: Brush Education Inc.

Pratt, Daniel. (1998). *Five perspectives on teaching in adult and higher education*. Florida: Krieger Publishing Company.

### Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

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.

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Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the 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](mailto: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 deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### **Appeal of Grade**

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.

### **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 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.