| Course ID: | Course Title: | | Winter 2022 |
|---|---|---|---|
| **ED 501** | **Teaching and Learning** | | **Prerequisite:** |
| | | | **Credits:** 3 |

| Class Information | | Instructor Information | | Important Dates | |
|---|---|---|---|---|---|
| **Delivery:** | Hybrid classes | **Instructor:** | Ken R. Badley, PhD<br>Carole Ardell, DMin | **First Day of Classes:** | January 10, 2022 |
| **Days:** | Wednesday evenings | **Email:** | kbadley1@gmail.com<br>Carole.Ardell@ambrose.edu | **Last Day to Add/Drop:** | January 23, 2022 |
| **Time:** | 6:45 p.m. – 9:45 p.m. | **Phone:** | | **Last Day to Withdraw:** | March 18, 2022 |
| **Room:** | TBD | **Office:** | | **Last Day to Apply for Extension:** | March 28, 2022 |
| **Lab/ Tutorial:** | N/A | **Office Hours:** | By appointment | **Last Day of Classes:** | April 14, 2022 |
| **Final Exam:** | Optional, as an elective | | | | |

**Important Dates and Information**

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

**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 in learners and instructional methodologies relevant to Christian educational ministry.

**Expected Learning Outcomes**

1. Identify, assess, and draw from appropriate teaching models and relevant learning principles to design teaching practices in a ministry context;
2. Identify and describe current practices as a teacher or minister giving attention to assumptions, beliefs, theories and values;
3. Identify elements of the context in which we do Christian education in our contemporary setting;
4. Reflect on the purposes of Christian education in our contemporary setting;
5. Reflect on our own identity and integrity as Christian educators.

**Required Textbook**

Palmer, Parker J. (any edition). *The Courage to Teach*. London, England: Jossey-Bass.

**Course Schedule**

| Week | Theme | Assignments due |
|------|-------|-----------------|
| 1 Jan 12 | Who are we and what are we doing here? The people and the course | Personal Course Objectives – Due by Friday Jan 14 |
| 2 Jan 19 | Framing Christian education  (1) | Philosophy of Christian Ed paper – round one. Due start of class. |
| 3 Jan 26 | Framing Christian education  (2) | |
| 4 Feb 2 | The Christ of Christian Education: Trustworthy and relevant. | |
| 5 Feb 9 | The Body of Christ as Educators: Worthy of trust? Relevant? | Peer Review – Trust/Relevance paper. |
| 6 Feb 16 | Parker Palmer's *The Courage to Teach* | Palmer, summary & response to chapters 1 & 3 or 4. |
| **Family Day holiday and Reading Week** | | |
| 7 Mar 2 | The *Courage to Teach*: Identity and integrity, the community of trust | Palmer, *Courage*, subway map |
| 8 Mar 9 | The *Courage to Teach*: What – or Who – is the big subject in Christian education? | |
| 9 Mar 16 | The *Courage to Teach:* Moving from fearful to hope-filled. Becoming and teaching towards an undivided life | Palmer, Courage, reflection & response, chapter 2 or chapter 7 |
| 10 Mar 23 | Humility, intercultural/generational competency, and education | |
| 11 Mar 30 | The People's Choice: "We'll take Potpourri for $500, Alex" | |
| 12 Apr 6 | Presentations, panels, performances | Philosophy of Christian Ed paper – round two. Due start of class. |
| 13 Apr 13 | Closing the course | |

**Requirements**:
**Grading and Assignments**

> **To the extent possible, assignments should involve real work on real problems for a real audience in the real world**

**Notes**:

1. *Titles and descriptions of assignments*

The tables below contain only the titles of assignments. Detailed descriptions appear in the *Descriptions of Assignments* and *Instructions and Rubrics* documents posted on Moodle. The draft number of that document will change throughout the semester as we add details and rubrics for more assignments. Each new draft will have a new date as part of the name. For example, the first draft will be called *Instructions and Rubrics 1 (Jan12).*

## 2. *Two groups of assignments*

Do not freak out! You do **not** have to do all the work listed below.

- You must do the work listed in the first table: "Required Assessments." That work is required and common to all students, and it adds up to 50% of the course grade. That common and public work gives us as a class a critical mass of reading and understanding that can serve as the basis for discussion and other in-class activities.
- You must elect 50% course-weight worth of work listed under the "Electives and Tracks Assignments" and "Other Options" headings farther below. These student-selected assignments allow students to play to their strengths, unwrap their gifts, and make a place of their own within the course.

## 3. *Due dates and late policy*

All assignments are due electronically through Moodle at the start of class (6:45 p.m. Mountain Time) on the dates specified. We know that "life happens" but we also know that this syllabus has all the information needed to plan a semester where nothing comes in late. Each student is permitted one 48-hour extension without penalty this semester. Beyond that one extension, late work will be docked 10% of its value per day until it is received.

## 4. *Word counts and formatting*

If you submit work that is more than 10% over the specified word count, the work beyond that 10% will not be read or graded. If you submit work more than 5% under the specified word count, your grade will be docked at 1% of the assignment's value per line. Translation of this paragraph into plain English: plan what you will write and then write the right amount. Please use APA7 format and include the total word count on your title page.

## 5. *Readings*

The list of elective assignments includes several options involving readings. We require that anyone choosing such readings read material they have not read for another class.

| # | Required assignments, common to all | Course Weight | Due date |
|---|---|---|---|
| 1 | Personal course objectives | 3% | Jan 14 |
| 2 | Philosophy of Christian education paper – round one | 5% | Jan 19 |
| 3 | Peer Review - Trust/Relevance paper, chapter 4 conclusion & ch. 5 | 5% | Feb 9 |
| 4 | Palmer, *Courage*, summary & response, chapters 1 & 3 or 4 | 10% | Feb 16 |
| 5 | Palmer, *Courage*, subway map | 5% | Mar 2 |
| 6 | Palmer, *Courage*, reflection & response, chapter 2 or chapter 7 | 10% | Mar 16 |
| 7 | Philosophy of Christian education paper – round two, including what you learned as a learner | 12% | Apr 6 |
| — | **Total** course weight for required assessments | **50%** | — |

| Elective assignments, unique paths for each student | Course weight | Due date |
|---|---|---|
| Elective readings & 600 – 750 word responses to chapters and journal articles | 10% | various |
| Response to Ken's TWU Feb. 10 lecture [graded only by Carole] | 10% | Feb 16 |
| Film review of 600-750 words.  Review #1: Mar 16; #2, Apr 6 | 10% | various |
| Elective reading and 750-1000 word review of a book | 35% | Apr 6 |
| Tracks, including these: performance, maker, gaming, final exam, service, practices, mentoring | 20% | Apr 6 |
| Tracks, film review + leadership of classroom discussion of film clip | 25% | Mar 16 |
| Tracks, book project | 50% | Mar 30 |
| Tracks, 1500-1700 word research paper | 20% | Apr 6 |
| Tracks, 3000-3500 word research paper | 35% | Apr 6 |
| Organizing & leading a film group or book club once +  reflection | 25% | Apr 6 |
| Palmer's *The Courage to Teach* and missional engagement | 10% | Apr 6 |
| Kinds of knowledge in Christian education | 10% | Apr 6 |
| Redeeming teaching – class discussion leadership | 5% | TBD |
| Assessing Christian education – class discussion leadership | 5% | TBD |
| Assessing one's own teaching | 15% | Apr 6 |
| Help groups as learning venues | 10% | Apr 6 |
| Planning professional development days for Christian educators | 15% | Apr 6 |
| Topics arising | various | TBD |
| **Total** course weight for elective assessments | **50%** | — |

**Attendance:**

As seminarians, students are expected to attend consistently and punctually. But, as the bumper sticker says, life happens. So, if you need to miss a class, please inform us by email in advance. Please do not say in your email that you will get someone to take notes for you … because this class is activity-based and learning-centred and notes cannot catch what transpires.

Deductions for absences are as follows: 1 absence: no deduction, 2 absences: 10% deduction from final grade, 3 absences: 15% deduction, 4 absences: failing grade in course.

**Grade Summary:**

| Grade | Interpretation | Grade Points |
|---|---|---|
| A+ | Mastery: Complete Understanding of Subject Matter | 4.00 |
| A | | 4.00 |
| A- | | 3.70 |
| B+ | Proficient: Well-Developed Understanding of Subject Matter | 3.30 |
| B | | 3.00 |
| B- | | 2.70 |
| C+ | Basic: Developing Understanding of Subject Matter | 2.30 |
| C | | 2.00 |
| C- | | 1.70 |
| D+ | Minimal Pass: Limited Understanding of Subject | 1.30 |
| D | | 1.0 |
| F | Failure: Failure to Meet Course Requirements | 0.00 |
| P | Pass | No Grade Points |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

# Ambrose University Important Policies & Procedures:

## Communication

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.

## Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has 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.

## Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

## 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 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 acknowledge 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. 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.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/content/academic-calendar-2.

## Privacy

Personal information (information about an individual that may be used to identify that individual) may be required 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.

## Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

# Academic Success and Supports

## Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Ambrose Writing Services**
Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/writingcentre

**Ambrose Tutoring Services**
Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

**Mental Health Support**
All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

**Sexual Violence Support**
All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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

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