



Course program

Teaching and learning

I. GENERAL INFORMATION

Course Name	Teaching and learning (ED 501)
Prerequisite	Does not exist
Academic credits	3
Academic unit	Dean's Office Alliance Theological Seminary
Class schedule	Monday 08:00 a.m. to 14:20 p.m.
Room	Virtual room (Zoom)
Teacher	Luis Alejandro Guerra Rodríguez
Communication channels	E-mail address: lguerra@seteca.edu WhatsApp group created for this purpose
Office hours	Monday to Friday 08:00 a.m. to 16:00 p.m.
Course duration	From April 3 to May 21, 2023

II. RELEVANCE AND COURSE DESCRIPTION

This course utilizes group and experiential learning to provide participants with a growing confidence in their identity as communicators in diverse teaching situations, awareness of student diversities and instructional methodologies relevant to Christian educational ministry.

III. LEARNING OBJECTIVES

Objectives (*cognitive and procedural*)

At the end of this course students will be able to:

General objectives

1. Understand and integrate the brain science with the teaching and learning for minister.



2. Identify, evaluate, and extract models of teaching appropriate and principles of relevant learning to design the practical teaching with a ministerial context
3. Identify and describe the currently practices as a master or minister with their attention to assumptions, beliefs, theories, and values.
4. Apply the design and evaluation process for Christian educational ministry.

IV. CONTENTS

The course will be taught in seven weeks and for the purpose of better understanding it will be divided into four units:

First Unit: The human Brain and the learning:

- a) Neuroscience and its importance
- b) Learning and memory
- c) Perception
- d) Brain and religious experience

Second Unit: Philosophy and educational models

- a) Brief history of education
- b) Educational theories

Third Unit: Educational sciences and teaching and learning models.

- a) Andragogy
- b) Didactic
- c) Teaching styles
- d) Learning styles
- e) Educational models according to R. Banks

Fourth Unit: The teacher's role in education

- a) Nature of the student
- b) Nature of the teacher
- c) Methodological considerations
- d) Education as a basis for social function

V. ASSESSMENT STRATEGY

In order to observe the student's growth and development in this course, the following indicators of achievement of the class (specific objectives) will be taken as a reference:

1. Knows the contribution of neurosciences to the educational field.
2. Acquires an understanding of the historical background and roots of Theological Education and the educational philosophy of his own institution.

3. Strengthens their knowledge of the different educational currents.
4. Discerns the difference in the educational approach of the different currents and their implication for theological education.
5. Discerns the difference in adult learning.
6. Identify the different styles of learning and teaching to apply them in their educational ministry in the church.
7. Develops his own educational philosophy to apply in his ministry.

Objective	Assessment	Formative intentionality	Percent
Acquires an understanding of the historical background and roots of theological education and the educational	<p>You will read and react to Tomás Ortiz "Neuroscience and education", chapter 1 pages 35-54. This work will be part of the class and will be developed in discussion groups. For this work it is indispensable that the participant previously does the reading.</p> <p>A critical analysis of the video What does neuroscience teach us about memory? by Rodrigo Quian.</p>	Formative	10%.
		Diagnostics	5%
Acquires an understanding of the historical background and roots of theological education and the educational	Prepare a description of the historical roots of the institution where you serve (history-Bible-theological) and share it with the class.	Summative	5%
philosophy of his own institution.	Do not write more than 500 words in the document.		
Strengthens your knowledge about the different educational currents	He summarizes Knight's reading, "Philosophy and Education: An Introduction to the Christian Perspective," Parts 1 and 2, (pages 1 to 169).	Summative	10%

<p>Discern the difference between the educational proposal of the different currents and their implication for theological education.</p>	<p>Go back to Knight's book and now point out in a chart the difference between the different educational currents. In a column write the benefits and harms to theological education and share in class.</p> <p>Analysis of Peter Senge's article. This will be a discussion paper in the classroom forum. Instructions and material will be given there.</p>	<p>Diagnostics</p> <p>Summative</p>	<p>10%</p> <p>10%</p>
<p>Discerns the adult learning difference.</p>	<p>Read the book "Adult Learning" by Malcolm Knowles. Pages 21 to 79. Develop a chart that clearly contains learning theories, approach to adult learning, and teaching theories.</p> <p>Video discussion on adult learning in the classroom.</p>	<p>Diagnostics y summative</p>	<p>10%</p> <p>5%</p>

Identifies the different learning and teaching styles in order to apply them in their educational ministry in the church.	Read the book "Learning Styles" or Creative Teaching Methods by Marlene LeFever. Then make a presentation to the class of one of the styles or methods from the book that most appeals to you.	Summative	10%
	Answer the final questions in the forum: What is my learning style? What do I need to change in my teaching methodology?	Diagnostics	5%
He develops his own educational philosophy to apply in his ministry.	In a maximum of 1500 words write your own educational philosophy. For this work you should take into account metaphysics, epistemology and axiology, the educational school with which you identify, your learning style, your role as a teacher when using teaching methods, what would be your ultimate goal as a Christian educator.	Formative	20%

VI. METHODOLOGICAL STRATEGY:

This course will be developed through theoretical sessions of the expository type with the support of readings prepared by the professor and assigned to the students prior to the classes. Student participation will be crucial and will be reflected through dialogues and discussions in class, workshops, forums, research and exposition of topics proposed by the professor. The self-instructional aspect is essential, i.e., the student must approach the course contents through the assignments given by the teacher, in addition to the live sessions that are a space to strengthen, expand, clarify, etc. these contents.

VII. CHRONOGRAM OR SCHEDULE

WEEK	Hours/modality	Unidad	Tema	Actividades
First and second week April 3 to 16	10 virtual hours 10 self-instruction hours	First unit: The Human brain	a) Neuroscience and its importance b) Learning and memory c) Perception d) The brain and religious experience	Dialogues, exhibition Reading of the book by Tomás Ortíz Discussion of Rodrigo Quian's video
The synchronous virtual class for weeks 1 and 2 will be held on Monday, April 10. From 8:00 a.m. to 14:20 p.m.				
Third week: April 17 to 23	5 virtual hours 12 self-instruction hours	Second unit: Educational philosophy	a) Brief history of education b) Educational theories	Diálogos y exposición en clases Presentación de la historia de su institución Reading of the text of (virtual room)
The synchronous virtual class for week 3 will be held on Monday, April 17. From 8:00 a.m. to 11:20 a.m.				

<p>Fourth and fifth week</p> <p>April 24 to May 7</p>	<p>10 virtual hours</p> <p>10 self-instruction hours</p>	<p>Third unit:</p> <p>Educational sciences and teaching and learning models.</p>	<p>a) Pedagogy</p> <p>b) Andragogy</p> <p>c) Didactics</p> <p>d) Teaching styles</p> <p>e) Learning styles</p> <p>f) Educational models according to R. Banks</p>	<p>Dialogues, exposition and video discussion</p> <p>In a column write the benefits and harms to theological education and share in class (Knigh's book).</p> <p>Analysis of Peter Senge's article. This will be a discussion paper in the classroom forum.</p> <p>Read the book</p> <p>“Adult Learning" by Malcolm Knowles.</p> <p>Pages 21 to 79.</p>
<p>The synchronous virtual class for weeks 4 and 5 will be held on Monday, May 8, from 8:00 a.m. to 14:20 p.m.</p>				
<p>Sixth and seventh week</p> <p>8 to 21 May</p>	<p>10 virtual hours</p> <p>15 self-instruction hours</p>	<p>Fourth Unit</p> <p>The teacher's role in education</p>	<p>a) Nature of the student</p> <p>b) Nature of the teacher</p> <p>c) Methodological considerations.</p> <p>d) Education as the basis of the social function</p>	<p>Discussion, presentation, group work</p> <p>Report on "Learning styles" or creative teaching methods of Marlene LeFever.</p>

				Personal educational philosophy
<p>The synchronous virtual class for weeks 6 and 7 will be held on Monday, May 15. From 8:00 a.m. to 14:20 p.m.</p>				
<p>Once the course is closed, the student has a maximum period of 7 days to submit late work, considering a 20% discount on the final grade, provided that the student has requested such period in writing to the teacher and STA.</p>				
Class Zoom link		<p>https://us02web.zoom.us/j/81734974702?pwd=eEpTK2UwMFpMallCOTh4OUJlMUhGUT09</p> <p>Meeting ID: 817 3497 4702</p> <p>Access password: 448808</p>		

VIII. GENERAL COURSE RULES

- a. **Assessments.** The evaluation is the way to measure the achievements reached by the students, contrasting with specific evaluation criteria. This evaluation can be diagnostic, formative and summative, being the summative evaluation graded with a grade from 1 to 100 with a 60% academic requirement. That is to say, to pass the course you must pass with a grade of at least 60. Evaluations can be varied in their strategy. Students must comply with the dates and forms established for the evaluations, being able to be justified, if they do not comply with them, through leave of absence or medical certificate when appropriate, sending such document to: academico@seminarioalianza.cl with a copy to decanato@seminarioalianza.cl
- b. **Academic deliverables.** For academic deliveries the student will review the document of academic deliveries provided by the Seminar and attached to the course General Norms/Academic Work Format Manual.

IX. MINIMUM BIBLIOGRAPHY

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