



加拿大恩道華人神學院
CANADIAN CHINESE SCHOOL OF THEOLOGY
AT AMBROSE SEMINARY

ED 501-CL: Teaching and Learning 教與學的基本原理

Fall 2011 (3 credits)

Instructor: Rev. Dr. Anthony Chow, PhD. 鄒永恆博士

Contacting the Instructor

Class Time: Oct. 17-21, Monday to Friday 8:30am-4:30pm

Class Location: L2084

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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 students to examine a variety of teaching and learning theories and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Students will explore foundational principles and theories of teaching, learning and curriculum planning, in order to best design and implement effective learning experiences in churches/institutions.

課程簡介

本課程將探討教導與學習的基本原則與理念，並如何在教會教育事奉的過程中應用這些原理。學員將涉獵聖經、神學、歷史、心理學、方法學等教學基礎，並在從認識學生、課程設計、教學策略等層面來學習如何建立有果效的教會教導事工。

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, students should be able to:

- Identify biblical principles of teaching and learning for the church and Christian institutions;
- Analyze and evaluate the principles, practices and dynamics of selected learning theories;
- Analyze and evaluate various philosophical, theoretical and methodological views of teaching;
- Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values;
- Analyze and create principles and practices of learning assessment for an instructional setting;

- Explore and create teaching strategies and methodologies that can enhance effective learning experiences in churches/institutions.

課程目標

學員在完成本科目後將可以：

- 掌握在教會或機構中進行教導與學習的聖經基礎；
- 了解及評價不同學習理論的原則、應用及其影響；
- 了解及評價不同的教導哲學、原理及方法；
- 掌握及了解其個人作為教師或牧者的個人假設、信念、理論及價值觀；
- 了解並建立個人在教學過程中進行學習評估的原理與實踐方法；
- 在教會或機構中建立及發展能增強學員學習果效的教導策略與方法。

Required Texts

指定課本

1. Au, Peter, Zhang Shi Chong, Susan Sze, Anthony Chow and Mable Au. 2005. *A Look at Educational Concept (The Ideas of Education and the view on Christian Education)*. Toronto: Christian Communications (Canada).
區應毓、張士充、施淑如、鄒永恆及方悅合著，《教育理念與基督教教育觀》。加拿大：福音證主協會，2005。
2. LeFever, Marlene. 1995. *Learning Styles*. (Chinese translation) Taiwan: China Sunday School Association.
李菲兒著，《引爆學習 Very Match》。台灣：中國主日學協會，2004。
3. Gangel, Kenneth O. & Howard G. Hendricks. edit. 19. *Christian Educator's Handbook of Teaching*. (Chinese translation) Hong Kong: Chinese Christian Religious Education Association.
韓霍華、甘肯尼合編，《基督教教育者手冊：學習教導》。美國：中華聖經教導協會，1997。

Class Schedule (Note: The instructor may adjust the course schedule at his discretion)

Day 1	What is teaching? What is learning? Biblical, Theological, Philosophical and Historical Foundations of Christian teaching and learning	Monday, Oct. 17
Day 2	The Arts of Teaching Contemporary Teaching Theories and Practices	Tuesday, Oct. 18
Day 3	The Principles of Learning Contemporary Learning Theories and Practices	Wednesday, Oct. 19
Day 4	Principles for Curriculum Design Knowing your students: Age Specific teaching strategy	Thursday, Oct. 20

Day 5	Exploring the educational programs in the Chinese churches	Friday, Oct. 21
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課堂內容

第一天	甚麼是教導？甚麼是學習？ 教與學的聖經、神學、哲學及歷史基礎	星期一，十月十七日
第二天	教導的藝術 近代教學理論與實踐	星期二，十月十八日
第三天	學習的原理 近代學習理論與實踐	星期三，十月十九日
第四天	課程設計的基本原則 了解你的學生：分齡教導的策略	星期四，十月二十日
第五天	教會教育事工範疇	星期五，十月廿一日

Course Requirements & Grades

課程要求

The following assignments are to be completed as described below by the dates.
All assignments are to be submitted via the ED 501-CL Moodle site.

Required Assignments Summary – 100%

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| 1. Annotation (4 articles) 反省文章– 20% | Due: Jan 31 |
| 2. Course Design 課程設計– 30% | Due: Jan. 31 |
| 3. Research Paper 研究專文– 40% | Due: Jan. 31 |
| 4. Classroom participation 課堂參與– 10% | |

Annotation - 20%

Annotate any 4 articles from the text “*Christian Educator’s Handbook of Teaching*”.

從《基督教教育者手冊：學習教導》中自選四篇文章，就文章的內容作出反省，並就每一篇文章撰寫不多於一頁的個人反省回應。

Course Design – 30%

Design a course of at least 12 sessions that can use in a local church setting. It can be a Sunday school course, a discipleship training or any other type of courses. A list of requirement will be given by instructor. The design should show that the students understand the theories and principles of this Course.

按講師提供的課程設計要求，設計出一個可以在教會進行的主日學、門徒訓練或其他課程。課程內容必須顯示學員掌握及應用課堂所教授的理論，整個課程設計將不少於十二課。

Research Paper – 40%

A Research Paper (12–15 pages in Chinese) is required. A list of topics will be given in January for students to choose. The paper will be evaluated on the internal consistency, clarity and style of work, the development of actual analysis and the conclusion, and the reference list. The conclusion should come out from analyzing different theories and thoughts about the chosen topic, instead of merely stringing notes together from books found in the library or merely presenting student's own thoughts.

按講師在課堂中派發的題目中選取一個(或按個人興趣自選一個題目，但必須獲講師批准)，撰寫一篇 12 至 15 頁的研究專文。內容以華人教會為研究方向為最理想，但不一定需要。

The available letters for this course grades are as follows:

Letter Grade Percentage

A+	93-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	85-92%	
A-	80-84%	
B+	77-79%	Good - clearly above average performance with knowledge of subject matter complete
B	73-76%	
B-	70-72%	
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.

Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies of as are 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. The last day to enter a course without permission and /or voluntary withdrawal from a course or change to audit without financial penalty: September 18th. 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.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

We are committed to fostering personal integrity and will not overlook breaches 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 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. This syllabus is a contract between the instructor and you. Students are advised to retain this syllabus for their records.

Academic Dishonesty: Plagiarism

Plagiarism involves presenting someone else's ideas, words, or work as one's own. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is plagiarism. Fraud and theft best describe plagiarism, but plagiarism can also occur seemingly by accident when a student fails or forgets to give credit to another person's ideas or words.

Plagiarism includes:

- Submitting work previously submitted in another course without the consent of the instructor.
- Representing the words, ideas, or work of another as one's own in any academic exercise.
- Conducting any act that defrauds the academic process.
- Nearly all forms of plagiarism can be avoided by giving credit to others whenever using:
 - Another person's idea, opinion, or theory.
 - Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
 - Quotations of another person's actual spoken or written words.
 - A paraphrase of another person's spoken or written words.

Academic Dishonesty: Cheating

Cheating is another serious form of academic dishonesty. Cheating includes, but is not limited to:

- Sitting for an examination by surrogate or acting as a surrogate.
- Tampering or attempting to tamper with examinations, grades, or class records.
- Communicating with another student during an examination in a dishonest way.
- Bringing into an examination any textbook, notebook, paper, information or electronic device not authorized by the instructor or examiner.
- Consulting any person or materials outside the examination room without permission to do so.
- Attempting to read other students' examination papers.

Penalties

If an instructor finds there is sufficient evidence of academic dishonesty on the part of a student, then the student will be subject to penalty. Any form of academic dishonesty may result in a zero grade on the assignment, loss of credit in that course, suspension, or other administrative action, as determined by committee.