



**ED 701 Formation of the Teacher (3)
Fall 2004**

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Class times: Fridays, 8:15-11:00

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Class location: Rm 615

I am usually available to meet with you when I am in my office. Exceptions include times immediately before and during classes or meetings. If, for some reason, I am not available during office hours please check with the CTS secretary.

Course Description

This course seeks to provide an understanding of significant issues for those anticipating a career where teaching is a major part, whether in a local church setting or in higher education. The course provides an overview of educational philosophy, adult-learning theories, the role and expectations of the teacher in diverse organizational contexts, available educational resources, educational assessment and evaluation, teaching methods, strategies for personal and professional development. Strategies to assist those seeking to make a career move into teaching will also be covered.

Course Objectives

- Learner will demonstrate an awareness of major evangelical Christian, mainline Christian and secular models of education. This awareness will be demonstrated through responses to oral exam/discussions on the subject.
- Learner will develop a Christian philosophy of education for a specific context informed by social science and biblical and theological considerations. This will be demonstrated in a paper designed so as to be potentially useful for a future employer or as background for interviews and future thinking on the subject.
- Learner will be conversant with current models of and philosophies of education, in particular those relevant to their specific domain of educational service (ex. Church children's ministry, Public school, Bible College, Christian University, etc.). This will be demonstrated through in-class discussion reflecting current readings.
- Learner will be aware of the mechanics of select learning methods. This will be demonstrated through presenting on select methods and through interaction with peer students as presenters.

(Field components)

- Learner will be able to design a syllabus and plan a lesson or will demonstrate improvement in their abilities in this area. This will be demonstrated through writing a syllabus for a course and a discrete set of lesson plans.
- Learner will be able to design an appropriate means of evaluating learning for a lesson sequence.
- Learner will develop basic ability, or enhanced ability, in the use of two methods. This will be demonstrated through teaching a class using these methods.
- Learner will have foundational understanding of the role of at least one professional in this domain of ministry. This will be demonstrated through a short paper on this position that reflects some library research and at least one interview.

(Formational goals)

- Learner will feel a growing confidence in her/his identity as an educator.
- Learners will envision and evaluate their potential role as an educator in at least one vocational setting or will come to a greater appreciation for their current educational role.
- Learning will develop the attitudes and values of a Christian educator in their service context.
- Learners will grow in their commitment to life-long learning as educators.

Requirements for the Course

1. Learners will write a formal research paper on some aspect of education. The theme of this paper shall be presented in class (a 15 minute presentation), using handouts as applicable. (25%) [Oct 29]
2. Learners will write a philosophy of ministry related to a specific educational vocation. The theme of this paper will be presented in class. (25%) Attached to this paper are the summary form of the philosophy of ministry and a current resume (useful for placement). [Nov 19]
3. Learners will submit a brief research paper dealing with a vocation in education. (10%) [Oct 15]
4. Learners will submit a syllabus for a learning sequence. This includes a syllabus proper, a lesson, and an evaluative structure. This will be shared in class along with a discussion of rationale. (10%) [Nov 26]
5. Learners will teach twice, under supervision and outside of the class, demonstrating ability in two selected learning methods (representative of different teaching/learning domains). Learners will share the experience of the use of these methods in class and interact with others on their methods. (10%) It is recommended that some of the collateral reading be used to inform improved performance in this area. [Dec 3]
6. Learners will read 800 pages of collateral reading in addition to the text and assigned reading, presenting an oral presentation of their reading response. (10%) [Oct 22]

7. Learners will engage in discussions on educational theories and the philosophy of education. This will be evaluated orally. Learners will read additional pages (beyond collateral reading and the text) as may be assigned from time to time by the instructor. (10%, includes textbook reading) [daily, as applicable]

Textbook

Knight, George R. *Philosophy and Education: An Introduction in Christian Perspective* (3rd edition). Berrien Springs, MI: Andrews University Press, 1998.

Details on the Some of the Requirements:

1. Formal Research Paper

Standards include:

- Turabian (or American Psychological Association) format. Please note that Scripture citations should be in-text. Proper form is worth one letter grade on any formal research paper
- Evidence of the use of at least one periodical index (such as the indexes of ATLA, ERIC, or PsychLit). This is worth one letter grade on any formal research paper.
- On issues of controversy, the student shall evidence appropriate study and interaction from the major points of view. On controversial issues it is recommended that students spend more time studying views they disagree with. In papers dealing with explanation of an issue, the learner will be aware of personal assumptions. In papers dealing with application, evidence as to how the skills involved are developed is necessary. In addition, application papers must thoroughly present the current state of research regarding the skill.
- All papers shall include Christian integration. All will be well informed by current social science research.
- Students shall present the subject of their research to the class. The paper, or significant portions thereof, are *not* to be read.
- Formal research papers shall be specific rather than general in nature. This is unlike the philosophy paper which shall deal globally, although even here limited by a specific educational perspective (i.e., for a specific setting or vocation).

2. Philosophy Paper

- All standards are applicable as above for the research paper (although noting the difference outlined above under the final point).
- The philosophy paper will include a short (about two double-spaced pages) summary, useful for attachment to resumes or other settings where an expression of educational philosophy may be useful.
- The philosophy paper will have, attached to it, a resume useful for job placement or promotion. It should be in resume (rather than *c.v.*) form.
- There is no standard on length for either of the formal papers. However, papers should be “tight”, specific and concrete in writing style.

3. Vocation Paper

- Written in formal (Turabian or APA) form, this paper does *not* need to include evidence of use of a periodical index. It does need to evidence, however, the use of at least one interview with an expert on the vocation under consideration. It shall include Christian integration and the content thereof shall be presented in class. Papers done by individual students shall not exceed six pages. Papers presented as group projects shall not exceed ten pages.

4. Syllabus

- Students may develop a syllabus from scratch or improve one they had previously done (submitting a copy of the original along with the improved version).
- Only one lesson plan from the syllabus needs to be developed. Evaluative method shall be outlined, including the content of the evaluation as well as the methodology and rationale for that evaluative methodology.
- Syllabi will meet or exceed the standards for the intended educational setting. Hence, for example, Sunday school curriculum should approximate the standards of professional curriculum publishers (such as Cook); Higher education curriculum should approximate the standards of institutions of higher learning (such as CTS).

5. External Teaching Experience

Each student will teach a class twice during the current semester. Each student will be responsible to:

- meet with instructor or education director (as applicable) early in the semester to secure permission to teach.
- observe the class during another instructor's teaching at least once before teaching oneself.
- submit lesson plans for each session the student will teach to the instructor (or other supervisor) of the class the student intends to teach (except where lesson planning material is provided by the supervisor). The lesson plan shall include session objectives, teaching methods and list of necessary resources.
- ensure that teaching sessions are scheduled enough apart to facilitate evaluation of the first session prior to teaching a second time.
- ensure that a regular instructor (or other supervisor) of the class shall be present when the student teaches. No credit for this assignment is possible if an evaluator is not present.
- ensure that the regular teacher (or other supervisor) agrees to submit a written evaluation of the student's teaching indicating strengths and weaknesses.

The above assumes that the student shall be teaching a class regularly taught by another. Students may use their regular teaching situations as well. The student shall find another experienced teacher who will function as evaluator and mentor — the student having opportunity to observe this mentor teaching a similar (or the same) class on at least one occasion. Other requirements are the same. Any age group (except nursery) is fine. I am assuming a formal educational setting for this assignment. If you plan to work in a non-

formal or non-traditional setting please first consult with your professor. Supervisors should be "at arm's length" from the teacher (i.e., not a spouse, sibling, parent, etc.) and should be persons the student believes are somewhat expert in teaching skills applicable to the setting. It is not at all necessary for such teaching to be in the future vocational setting (being in another setting may be preferable for many students).

6. Reading Response

A reading response is not a summary of the content of the reading. However, it tracks one or more themes and demonstrates critical interaction with the text. Such responses should include: overall structure of the document, important ideas, contributions to the field, specific points of weakness (especially in the context of the literature), and intended audience. Learners should work from well-developed notes; however it is the presentation (not the student's notes) that will be evaluated. As for all presentations, these are not to be readings.

7. Discussion and Participation

Learners will keep current with any assigned readings and come prepared to discuss the materials read. Grades are not rewarded for amount spoken. Active engagement is valued.

Academic Policies

All assignments should include the student name, course name and student box number clearly marked on the front. All assignments are to be submitted to the professor's mailbox on the 7th floor (by the main CTS office), rather than to the professor. Assignments are due at 8:15 Friday morning but written work may be submitted after class (as applicable for oral presentations). Students are encouraged to share work with each other. Students may also request for the professor to scan assignments well-prior to due date for suggestions. Students shall retain duplicate copies of all work submitted. Assignments will be returned through inter-campus mail. Undeliverable assignments are destroyed after one year.

On lateness: teachers must always be ready on time, especially where oral presentations are involved. Penalties are one letter grade per week. Students may request permission to be late but this will not, typically, change the letter grade penalty.

From time to time I electronically post materials through the campus network, currently at: *S:\Professors\Richard Emilson*.

The Professor might, during the course, make modifications to this syllabus in consultation with the class during a class session. Students should ensure that they carefully note such changes. Students are responsible to check with fellow students regarding any material they may have missed during absences.

Finally:

It is the responsibility of all students to become familiar with and adhere to CTS Academic Policies which are stated in the current Catalogue and handbook.

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the

relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the AUC academic calendar. The CTS calendar (available from the Dean's office and student handbook) is the most up-to-date source in all matters in which the AUC and CTS calendar may conflict (not to be confused with the calendar in the CTS academic catalogue). All course requirements and due dates are defined in course syllabi. Students unable to complete individual assignments by the due date may request a time extension from the course instructor. Assignments are due not later than the last day of regularly scheduled classes. Requests for course extensions must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty 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, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Select Themes in the Course

- Frankena's model (for evaluating an educational philosophy):
- Representative Options: Behaviorism (Skinner), Humanism (Rogers), Structuralism (Brunner), Perennialism (Bloom, Hirsch, Hutchins, Adler), Religious Education (Bushnell), Developmentalism (Piaget, Fowler), Andragogy (Knowles, Learning style theory, etc.).
- The end of education, spirituality of teaching, nature of learning/teaching, philosophy of teaching in a specific (Bible College, Seminary, Local Church, etc.) context
- Current trends in education
- Placement in educational ministries
- Professional development in educational ministries/vocations
- Organizational issues in higher education
- General educational principles (Gregory)
- Designing learning outcomes and curriculum (Ford, Mager)
- Lesson planning and structure (Richards, Wlodkoski)
- Selecting appropriate learning methodology (based on learning domain, developmental appropriateness, need assessment)
- Outcomes assessment and testing (both of students and teachers)

Sample methods of Teaching/Learning

- Cognitive models: Lecture, Memorizing, Advance organizers (Ausubel).
- Affective models: Dramatic (role playing, simulation), Learning contracts (Knowles), Mentoring/Internships.
- Affective models: Small Groups (problem solving, accountability, etc.), Story telling, Case Study.

Frankena's Model

Ethical Ends

The ideal person
What kind of person?

Functional Beliefs

Philosophy of Education and Development;
Theological and Philosophical Worldview
Why do we want this kind of person?
Why these skills?

Educational Excellencies

Affective/cognitive/behavioral description
What skills?

Practical Beliefs

Learning Theory
Why use these methods?

Instructional Experiences

Method of producing excellencies
What curriculum?

Select Bibliography

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