



CANADIAN  
THEOLOGICAL  
SEMINARY

Alliance University College

**ED 701 THE FORMATION OF THE TEACHER**  
***SYLLABUS - FALL 2005 (Preliminary)***

Instructor: Joseph C. Hassey

Class Times: Thursdays from 8:15 am to 11:00 am

Class Location: Room 719

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**I. OFFICIAL COURSE DESCRIPTION:**

**ED 701 Formation of the Teacher (3).** 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.

**II. COURSE LEARNING OUTCOMES:**

At the completion of this course, you will –

1. Be able to identify important elements of your educational autobiography that influence your current attitudes about teaching and learning
2. Be able to develop and articulate a philosophy of education in a clear and coherent fashion based on appropriate theological reflection;
3. Be able to discuss various issues relating to leaning theory and the nature of education as it relates to changing and diverse contexts
4. Understand you own learning preferences, know how to assess the learning preferences of others, and how to make appropriate adjustments to accommodate these;

5. Understand specific issues that arise in the professional life of a teacher and the strategies for successful management of these
6. Understand how your own personal gifts and interests fit with the expectations for a teaching career;
7. Be aware of career options and be able to develop a strategy for the pursuit of a teaching position
8. Communicate awareness of various pedagogical skills. (syllabi, outcomes, lecture, active learning, discussion groups, testing and grading)
9. Appreciate the function of assessment and evaluation for teaching and learning
10. Be able to evaluate a diversity of various teaching practices and identify useful teaching and learning resources
11. Engage in ongoing reflection on teaching and learning as you develop a teaching portfolio.

### **III. HOW THESE LEARNING OUTCOMES WILL BE ASSESSED:**

Classroom presentations, readings, and assignments will focus on each of these specific learning outcomes enabling you to individualize these outcomes. For example:

1. You will be asked to prepare a statement of and defend your own philosophy of education. You will be asked to assess various educational philosophies, how to develop such a philosophy, and to identify how and when these are used.
2. You will be exposed to various situations that arise in differing educational contexts using a case study approach. These issues will become the basis for engaging in reflective thinking and compelling students to engage in reflective judgment.
3. You will do readings on the topic of learning styles and learning preferences. You will identify your own learning preferences and will be asked to reflect on the results this and its potential usefulness in understanding yourself and others.
4. You will evaluate various course syllabi, gain a better understanding of the various usages of the syllabi and then prepare a detailed syllabus for a course you may wish to teach.
5. You will engage in the process of various forms of teaching assessment and be able to reflect on and articulate the strengths and weaknesses of such assessment.
6. You will interview at least two faculty members to determine why they became teachers, the challenges and opportunities they face as teachers, and obtain their own personal advice for those with a desire to teach.

7. You will prepare a strategic plan that outlines an appropriate process for you to follow in the pursuit of a ministry that focuses on teaching.

#### **IV. Course Grading:**

The final course grade will be based on –

1. Attendance and participation during each class session
2. Completion of all reading assignments
3. Completion of all written assignments including
  - a. educational autobiography
  - b. a philosophy of education
  - c. readings and reflection papers
  - d. syllabus for a sample course
  - e. a “reflection on teaching assessment” *or* “teaching portfolio assignment”
4. A class presentation on your philosophy of education

#### **V. Course Textbook**

Knight, George R. *Philosophy & education: An Introduction in Christian Perspective*, 3<sup>rd</sup> ed.

#### **VI. Course Topics**

An Overview of History & Philosophy of Education

The Goals and Contexts for Education

The Goals of Education

Adult Education – Pedagogy or Androgogy

Learning Outcomes & Assessment

Self-Assessment and the Teaching Portfolio

Learning Preferences or Learning Styles

Preparing for Teaching

Resources for the Classroom Teacher

## **VII. COURSE SCHEDULE:**

Thursday, September 8

Topic:

Assignments for next class

Thursday, September 15

Topic:

Assignments for next class

Thursday, September 22

Topic:

Assignments for next class

Thursday, September 29

Topic:

Assignments for next class

Thursday, October 6

Topic:

Assignments for next class

Thursday, October 13

Topic:

Assignments for next class

Thursday, October 20

Topic:

Assignments for next class

Thursday, October 27 – Missions Emphasis Day (No Classes)

Thursday, November 3

Topic:

Assignments for next class

Thursday, November 10 - Mid-Semester Break (No Classes)

Thursday, November 17

Topic:

Assignments for next class

Thursday, November 24

Topic:

Assignments for next class

Thursday, December 1

Topic:

Assignments for next class

Thursday, December 8

Topic:

Assignments for next class

Wednesday, December 21 – Final date for all class assignments