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CE 605 The Servant as Teacher

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Course

CE 605 THE SERVANT AS TEACHER

Three Hours

Explores roles and responsibilities of the "pastor as teacher," including foundational studies in teaching, program planning, teacher development, with special focus on nurturing, facilitating, administering and coordinating the church's educational ministries.

COURSE OBJECTIVES

The goal of this course is to assist you to grow in your ability to communicate the faith through teaching and discipling ministries with children, youth, and adults, and to lead others to become involved and grow in their abilities to serve effectively in these ministries.

After completing this course you will be able to:

1. Articulate biblical and theological principles on which to base the educational ministry of the church, its purpose, process, and leadership roles.
2. Evaluate educational perspectives from the social sciences and the field of religious education.
3. Develop a theology—or philosophy--of Christian education, which integrates findings from the social sciences with biblical principles and theological perspectives.
4. Design teaching plans using the learning style model of instruction.
5. Recruit and equip lay volunteers for ministries with children, youth, and adults and assist a congregation in understanding how clergy and laity work together as the body of Christ.
- 6 Use insights from change theory and design plans for leading volunteers to implement, and evaluate new ways of doing Christian education ministries.
7. Articulate the crucial relationship between Christian education and evangelism.
8. Grow in the conviction that effective Christian education ministries are essential if the church is to fulfill the great commission.

ASSIGNMENTS

Reading

Consult the Course Schedule for dates by which sections of the reading should be completed.

The Pastor as Religious Educator, Robert L. Browning, ed.

Teaching for Reconciliation, Ronald Habermas and Klaus Issler

John Wesley's Class Meeting: A Model for Making Disciples, D. Michael Henderson.

Patterns in Moral Development, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse

Extraordinary Results from Ordinary Teachers, D. Michael Henderson

United Methodists:

Foundations: Shaping the Ministry of Christian Education in Your Congregation AND Planning for Christian Education, Carol Fouts Krau, Ed.

Non United Methodists may read the Methodist material for ideas, comparable materials from their denomination which provide an introduction to the denomination's educational ministries, or *Ministry to Persons: Organization and Administration*, by Robert A. Crandall which is on reserve. If you choose materials describing your denomination's philosophy of Christian education and organizational patterns, check with the professor on your selection.

Read through the Gospel of Mark observing Jesus, the master teacher. Note how Jesus taught. What methods did he use? When and where did he teach? What attitudes did he portray toward his learners? Keep a journal of insights from each chapter and follow the schedule of reading noted on the course schedule. **You will need your insights from this study for the mid-term exam.**

Reading Reports

Submit a card indicating the completion of readings in each of the assigned books. The final grade will be reduced by .25 or .50 for each reading assignment not completed.

Reading cards are due as follows:

Mar. 3 - *Patterns in Moral Development*

"Learning from Gender Differences"

Mar. 17 – *Extraordinary Results from Ordinary Teachers*

Mar. 29 - Denominational Materials

April 19 – *John Wesley's Class Meeting*

May 3 - *The Pastor as Religious Educator*

May 10 – *Teaching for Reconciliation*

Integrative Papers

Write integrative papers answering the following questions. Be sure to address each section of the questions and include in your response several points that relate to each grading criterion. Each paper is to be no more than 2 - 2 1/2 pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type.

1. Due March 1

- A. In 100 - 150 words summarize the distinctives of a Wesleyan theology presented in class and in chapters 3 and 4 of *John Wesley's Class Meeting*.
- B. In the Christian education you have experienced and observed, what has been in harmony with the Wesleyan distinctives discussed in class and presented in *John Wesley's Class Meeting*? What has not been in harmony with those distinctives?
- C. If you could serve the church(s) you have been reflecting on, what would you as pastor do to **help your lay people** have a teaching ministry that would more adequately reflect Wesleyan distinctives. **Note: if you come from a denomination with a non-Wesleyan theological perspective, see the professor for a revised version of this question.**

(continued on next page)

Grading Criteria

- a. Grasp of Wesleyan distinctives discussed in class.
- b. Grasp of the Wesleyan distinctives presented in *John Wesley's Class Meeting* by Henderson.
- c. Ability to see harmony or disharmony between theology (Wesleyan distinctives) and Christian education experience.
- d. Significance of the plans for **helping the laity** be more Wesleyan in their teaching ministries.

2. Due March 15

- A. Prepare a 1-page abstract summarizing the main concepts in *Patterns in Moral Development*.
- B. Prepare a ½ page abstract summarizing the main concepts in “Learning from Gender Differences.”
- C. In ½ - ¾ of a page, describe a life or ministry event that you now understand more fully because of some concept(s) in the above developmental resources. Articulate the connection you see between the concept and the experience.
- D. Take ½ - ¾ of a page to discuss how you will use the concepts or understandings to enhance the effectiveness of your teaching and discipling ministries.

Grading Criteria

- a. Understanding of *Patterns in Moral Development* (x2)
- b. Understanding of “Learning from Gender Differences”
- c. Insightfulness in connecting theory with life and ministry.

3. Due May 3

- A. Drawing from the class sessions focused on the Sunday school, discipling ministries, evangelism and church growth, summarize the potential which Christian education ministries hold for evangelism and assimilating people into the body of Christ.
- B. In the churches you have attended, what examples have you seen of Christian education ministries being used to provide the evangelism and church growth--disciple making--related functions described in class presentations and discussions? Describe these briefly. If you have never seen C.E. ministries contributing to evangelism and church growth, what examples have you heard of? Or, discuss specific possibilities the church was ignoring.
- C. As a pastor, what will you encourage your C.E. staff to do so that the evangelism and church growth—disciple making-- potential of their **C. E. ministries** will be released? Base your plans on the evangelism/church growth principles presented in your reading and in class as well as what you have seen in churches which effectively reach people for Christ and assimilate them into the body of Christ.

Grading Criteria

- a. Grasp of the evangelism/church growth/disciple making functions identified in class.

- b. Ability to recognize the contribution of C.E. ministries in the fulfilling of these functions.
- c. Significance of the actions identified in response to section C. (Double Value)

Exams

Mid-term - Due April 12.

Final Exam - Due May 20, 1:00 PM.

Identify all papers and exams with your student identification number and SPO number only.

**All papers and exams are to be type written, double spaced, and in 12 point type.
Document the source of ideas and quotes using an official form of documentation.
Inclusive language is to be used for writing and speaking.**

CLASS ATTENDANCE

The input and interaction in class sessions are important in the learning process. Regular class attendance is therefore expected.

GRADING

Students will contract for a "B" or an "A" grade. Completion of an additional project is necessary for an "A."

All papers and projects will be graded on a 4.0 scale.

On a "B" contract, (1) integrative papers, (2) mid term, and (3) the final exam will be averaged for the course grade. The following grades will be assigned for the grade points listed below:

B + 3.4 - 4.0; B 2.8 - 3.3; B - 2.4 - 2.7.

Lesser grades will be assigned if the grade point falls below 2.4.

On an "A" contract, (1) integrative papers, (2) mid term, (3) the additional project, and (4) the final exam will be averaged for the course grade. If the accumulated grade point is below 3.75, an A- will be assigned or the student will be asked to renegotiate the contract.

If assignments are submitted late, grades will be lowered unless a change in deadline has been arranged with the professor.

ADDITIONAL PROJECTS

Group Presentation and Report

With other students, be responsible for a 30-minute segment of the class session on one of the dates listed below dealing with the designated topic. In preparation for the presentation each student will interview an active pastor who is effective in the designated area of ministry. Each student will also be responsible for researching the literature for further insight on the topic.

Together as a group, decide what information is needed for the presentation. The content must address the issues identified in the grading criteria. Develop questions to use in pastoral interviews. Assign areas of research to each group member.

Prepare a presentation which integrates your findings and which uses the 4 MAT System or the Life-changing Learning model. Make it an interesting and insightful 30 minutes for your classmates.

Presentation Grading Criteria

1. Grasp of the ministry's importance and how it can contribute to the spiritual formation of persons.
2. Identification of basic and creative ways of doing the ministry effectively.
3. Integration of findings into a unified, meaningful presentation.
4. Effective use of the learning model in the presentation.

Remember the time limit. Be selective. Include only the amount of content you can present effectively in 30 minutes. The grade will be reduced by .25 for each 5 minutes over the allotted time.

Each student will write a 4 - 5 page report of important findings from his/her personal interview and research. In the report include insights on the pastor's role in the ministry being researched. Identify the resources you have consulted. Reports are due on the day of the presentation.

Written Report Grading Criteria

1. Grasp of the contribution of the ministry to the mission of the church.
2. Identification of basics the church should provide in this ministry.
3. Awareness of creative, innovative ways of doing the ministry.
4. Understanding of the pastor's role in this area of ministry.

Group Presentation Options

April 14 – Effective Sunday Schools

April 19 – Making Disciples Through Small Groups

April 28 – Effective Youth Ministries

Application Dialogue and Report

This project is open to student pastors or persons teaching regularly each week in the local church. You will meet for one hour each week (for a minimum of 12 times) with one or two other student pastors or teachers to discuss how you can implement in your ministry the principles being explored in this course and to evaluate applications tried.

In your dialogue sessions review key concepts from your reading and class presentations. What in your experience affirms or brings into question these ideas? Which concepts: seem to hold the greatest potential? challenge your current thinking? are confusing to you? seem unworkable? could be applied in your current ministry? How will you adjust your ministry in the light of your learning?

Each week submit a card for your group indicating the meeting time, those present, and an outline of the topics discussed. At mid term and at the end of the semester each person will submit a 1 - 2 page evaluation of the application dialogue experience. Report actions taken as a result of the dialogue sessions. Grade will be based on fulfilling meeting time requirements and the significance of the applications. Evaluations due **March 29 and May 12**.

Christian Education Resource Research, File and Evaluation

Spend a minimum of 15 hours identifying sources of Christian education resources, filing information gathered and evaluating curriculum.

Set up a filing system for future use. File catalogues, brochures and other resource ideas.

Evaluate one quarter's worth of comparable resources for one age group from two different publishers. Use the evaluation form provided by the professor. Write a 2 page summary of your evaluation and assessment of the materials.

Submit your file, curriculum evaluations and a record of time invested. Grade will be based on time invested, the breadth of the findings, and the pertinence of the evaluation.

Materials are due, **in M301, May 12**. Pick them up **from M301, May 20**.

Teaching Group

Form a cooperative learning group of four students from the class. Each person will design and teach two thirty minute sessions implementing the Learning Styles teaching model and teaching principles presented in CE 605. The sessions a person teaches are to be for two different age groups, children, youth, or adult. Each group member will complete an evaluation of each teaching session (**Forms available from the professor**). Group members will provide each other with constructive feedback in a twenty-minute discussion period following each session taught. During the first week of class meet to organize and establish a schedule. The eight group teaching sessions should be scheduled between **March 24 and May 12**.

Following each presentation to the group, turn in to the professor for grading, the session plans and materials developed by the presenter and used in teaching along with the evaluation sheets from each participant. The presenter will also complete an evaluation form on the experience. The grade will be based on the effective implementation of good teaching principles, the age appropriateness of content and approach, and faithful group participation.

Interview, Observation and Report

Invest a minimum of 12 hours interviewing professional and volunteer C.E. workers and observing C.E. ministries. Generate a list of questions to ask interviewees and to have in mind as you observe. The list may change as the semester progresses. Questions should allow for expanding your understanding of topics related to course content.

Write a 5-6 page paper based on your interviews and observations, integrating your findings with course content. Discuss the insights you gained, their relationship to course content and implications for your future ministry. Append a list of the questions which guided your exploration, the names of persons interviewed and a statement of the time invested.

The grade will be based on the paper and the completion of the 12 hours of interviews and observations. Papers are due **May 12**.

COURSE SCHEDULE

February 10 – Introduction to the Course

Unit I - Biblical, Wesleyan Foundations for Christian Education Ministries

February 15 - Biblical principles: The Purpose of the Church and Old Testament Model of Religious

Instruction.

Read: Warden pp. 4-68
Habermas and Issler pp. 19-57
Mark 1-2

February 17 - Biblical principles: Jesus as Model Teacher.

Read: Warden pp. 69-90
Mark 3-4

February 22 - Developing a Biblical, Wesleyan Foundation for Christian Education.

Read: Henderson pp. 83-160

Unit II – The Pastor’s Philosophy of Christian Education

February 24 - Components in a Philosophy of Education.

Read: Browning pp. 1-10, 35-50
Habermas and Issler pp.127-159
Mark 5-6

March 1 – Varied Views on Education

Read: Browning pp. 83-107

March 3 - A Developmental Perspective on Education.

Read: Stonehouse Patterns in Moral Development
"Learning from Gender Differences."
Mark 7-8

March 8 – Insights from Religious Educators

Read: Warden pp. 91-113
Habermas and Issler pp.58-72 and skim pp. 73-98

Unit III - The Pastor as Teacher

March 10 - Critical Teaching Skills I

Read: Warden pp. 114-156
Mark 9-10

March 15 - Critical Teaching Skills II

Read: Warden pp. 157-176

March 17 - Learning and Teaching Styles

Note: Complete Kolb Learning Style Inventory

- Read:** Warden pp. 177- 199
Habermas and Issler pp.99-123
Mark 11-12
- March 22 - Strategies and Models for Applying Learning Styles Theory.
Read: Browning - pp. 146-177.
- March 24 - The Teaching Church
Read: Browning - pp. 51-82
Mark 13-14
Unit IV - The Pastor as Servant Leader in Christian Education
- March 29 - The Pastor Leading the Laity in Christian Education Ministry
Read: Browning pp. 126-145, 178-209
Ministry to Persons, **OR** United Methodist materials **OR** Other denominational materials
- March 31 - The Pastor and the Recruiting of Lay Volunteers in Christian Education.
Read: Browning - pp. 107-125
Habermas and Issler pp.305-318
Mark 15-16
- April 12 - The Vision of the Leader
Read: Browning - pp. 11-34
- April 14 - The Sunday School - Effective Today?
- April 19 – Discipling Ministries
Read: Henderson pp. 11-81
- April 21 - Releasing the Outreach Potential of Christian Education.
- April 26 - Adult Ministries.
Read: Browning pp. 210-214, 226-234
Habermas and Issler pp.160-190
- April 28 – Youth Ministries
Read: Habermas and Issler pp.199-263
- May 3 – Ministry with Children
Read: Browning pp. 215-226
Habermas and Issler pp.264-304
- May 5 - The Pastor and Curriculum
- May 10 - The Process of Bringing about Change in Christian Education
Read: Habermas and Issler pp. 319-340
- May 12 - The Pastor as Change Agent.
- May 20 – 1:00 - 3:00 PM – Wrap Up
Final Exam Due