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CD 560 The Ministry of Teaching

Chris Kiesling

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ASBURY THEOLOGICAL SEMINARY
Department of Christian Education
Course Prospectus

CD 560: The Ministry of Teaching (3 hours credit)

Analytical study of the teaching act and of teaching-learning events, including examination of the teaching acts in the ministry of Jesus. Also includes current insights furnished by the social sciences and exploration of some implications for developing one's own approach, strategy, and style as a teacher.

Instructor:

Chris Kiesling, B.G.St., M.Div., Ph. D.(candidate)
Meeting Room: 2:30-5:15p.m. T, AD303
Office: FM108 (the womb of the bookstore)
Phone: 858-2382 (If I am unavailable you may access my voice mail at this number or contact the faculty secretary)
E-Mail: c_kiesling@asburyseminary.edu
Office Hours: Thursdays 2:30–3:30p.m.or by appointment

Course Objectives:

Students who complete this course will have:

1. Gained an understanding of the probable functioning of their temperament type in leading, teaching, and relating to others.
2. Appreciated the courage and vulnerability required for effective teaching and grasped the importance of understanding “who” is the self that is teaching.
3. Developed a methodology of teaching that allows one's teaching preference to communicate with a variety of learning styles and ways of knowing.
4. Been introduced to and utilized comparative theoretical models for teaching.
5. Grasped a conceptualization of exemplary teaching and recorded practical suggestions regarding how to become an exemplary teacher.
6. Studied Jesus in a variety of teaching acts and observed the powerful transformative ways he encountered people.
7. Evaluated the effectiveness of one's own teaching and can evaluate teaching that is occurring in the home, at school, professionally, or in non-formal settings.
8. Created and presented their own teaching module and received peer feedback related to how to grow toward more impactful teaching.

TEXTBOOKS

Hermann Hesse, *Beneath the Wheel*. New York: Bantam, 1968. ISBN 0-553-20858-6

Donald M. Joy, *Meaningful Learning in the Church*. Indianapolis: Light and Life Press, 1969, revised 1989. ISBN 0-89367-019-7

Marlene D. LeFever, *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs: David C. Cook, 1995. ISBN 0-7814-5117-5

Joseph Lowman, *Mastering the Techniques of Teaching* (second edition). San Francisco: Jossey Bass, 1995. ISBN 0-7879-0127-X

Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers, 1998.

Learning Style Inventory - Available from the bookstore as looseleaf pages

COURSE REQUIREMENTS

Attendance and Participation

In order to fulfill the objectives of this course it is necessary that each student attend class regularly. Attendance will be kept in compliance with the new faculty guidelines and any significant deficiencies reported for financial aid requirements. Although no formal grading is associated with attendance, excessive absences will result in the lowering of a semester grade or the determination of a borderline grade **especially during the weeks of peer teaching!!**. It should be regarded as a matter of personal integrity to attend your colleagues teaching modules eager to offer your feedback.

Grading

The final grade for this class will consist of five primary projects:

1. (10 percent) A 4-5 page paper that names the significance of the Palmer book for you and your past and future teaching. This could take several forms: a foundational reworking of my understanding of truth and how it is pursued; what I must be aware of and strive for in order to be a good steward of this teaching; what I used to believe and what are my growing convictions as a teacher; etc.
2. (15 percent) A 3-5 page paper focused on you as a teacher. The content of this document, formatted in whatever manner you believe will be most helpful to you, should contain an analysis of your temperament type; what this predicts regarding how you lead and teach; and reflections on your learning style (both from Lefevre and the LSI).
3. (15 percent) A 7-10 page paper or reference guide that can serve as a perpetual reminder to you of how to create exemplary teaching. It should document such things as: what makes for outstanding teaching?; what are the foundational principals I need to follow to create effective teaching moments?; what do I aim at in teaching?; what might be helpful to remember in selecting content and leading discussions?; how can I evaluate my effectiveness? In short, this is a culminating paper that asks you to make explicit what you now know about the ministry of teaching, incorporating aspects of at least the Joy and Lowman texts.

4. (50 percent) A 20-25 minute teaching module that you will create and present toward the end of the semester that utilizes a theoretical model, helpful classroom dynamics, your teaching style, student learning styles, etc. Part of this grade will come from peer evaluations.
5. (10 percent) A personal response of 2-3 pages to the book by Herman Hesse, *Beneath the Wheel* that recounts either episodes from your own educational experiences that were illuminated by the book and/or an evaluation of our current educational system.

Grades will be established on a numerical point scale, with pluses and minuses being determined by class participation, attendance, initiative, helpfulness to peers, **evaluation of peers reflecting substantive integration of classroom material**, and final teaching module. Please note the following definition of grades as specified in the ATS catalogue:

- A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
 B = Good work: strong, significant achievement of course objectives
 C = Acceptable work: basic, essential achievement of course objectives
 D = Marginal work: minimal or inadequate achievement of course objectives
 F = Unacceptable work: failure to achieve course objectives

Proposed Spring Agenda

Feb 12	Intro, foundations	
Feb 19	Exemplary teaching Discussion of Joy	Lowman 1 Joy entire book
Feb 26	Palmer discussions	Palmer first half
Mar 5	Palmer discussions	Palmer entire book (Paper on Palmer due)
Mar 12	Temperament in teaching Learning Styles	LeFevre entire book LSI Meyers/Briggs
Mar 12	Models of Teaching Jesus and teaching	Guest speaker/Scripture references (Paper on Lefevre due)
Mar 19	Classroom dynamics	Lowman 2-6
Mar 26	Techniques/Evaluating Teaching	Lowman 7-10 (Paper on Teaching due)
April 2	Reading Week	
April 9	Hesse discussion	(Hesse paper due)
April 16 April 23 April 30 May 7 May 14 If needed –May 20, 12:30	Teaching Modules (Out of professional courtesy and collegial commitments, attendance is mandatory during these days!!!)	Bring your evaluation of your taped review to the class following your module

