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CD 560 The Ministry of Teaching

Beverly C. Johnson-Miller

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CD 560: The Ministry of Teaching
Course Syllabus – Spring 2004
Tuesday, 1-3:45 pm
MC 204

Beverly C. Johnson-Miller, Ph.D.
Assistant Professor of Christian Discipleship
Office: FM 103
Office Hours: Posted on Office Door
Beverly_Johnson-Miller@asburyseminary.edu
858-2092

COURSE DESCRIPTION

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.

COURSE OBJECTIVES

- By the end of this course, you should be able to:
1. Understand the significance of the teacher's selfhood in the educational process.
 2. Identify and implement comparative theoretical models for teaching.
 3. Understand some of the biblical, theological, philosophical, and psychological-educational principles and theories foundational to the ministry of teaching.
 4. Recognize and aspire to emulate the purpose, practices, and passion of Jesus as teacher.
 5. Critically reflect on and evaluate the relationship between specific theories of teaching and the dynamics of transformation.

REQUIRED TEXTS

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

John M. Bracke and Karen B. Tye, *Teaching the Bible in the Church*. St. Louis: Chalice Press, 2003. ISBN 0-8272-3643-3

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

Parker J. Palmer, *To Know as we are Known: a spirituality of education*. San Francisco: Harper & Row, Publishers, 1983. ISBN: 0-06-066456-8

Maria Harris, *Teaching and Religious Imagination: an essay in the theology of teaching*. San Francisco: Harper, 1987. 0-06-063840-0

Donald L. Griggs, *Teaching Today's Teachers to Teach*. Abingdon Press, 2003

Kieran Egan, *Teaching as Storytelling*. University of Chicago Press,

*Additional articles may be assigned from time to time throughout the course.

RECOMMENDED TEXTS

Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers, 1998. ISBN: 0-7879-1058-9

Thomas Groome, *Christian Religious Education*. San Francisco: Harper & Row Publishers, 1980, ISBN 0-06-063491-X

Anne Streaty Wimberly, *Soul Stories: African American Christian Education*. Nashville: Abingdon Press, 1994. ISBN: 0-687-00932-4

PHILOSOPHY OF EDUCATION

In order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on and openly discuss, your personal experiences and understandings related to various topics. You may also be required to participate in reflective learning games or simulation projects in order to promote co-explorer relationships, problem solving, and personal ownership. Your presence and enthusiastic participation in all class activities will determine the value of your learning experience.

COURSE REQUIREMENTS

1. Active participation in the class:

Faithful attendance – your presence in every class is expected and required. This is especially important during the weeks of peer teaching. It should be regarded as a matter of personal integrity to attend and

enthusiastically participate in your colleagues' teaching modules. Attendance will be taken.

Reflecting on assigned texts – you must demonstrate thoughtful engagement with the assigned readings in preparation for class discussions.

Contributing to class – your willingness to actively participate in class discussions and activities is a crucial part of the course learning experience

Completing special assignments – at times you will be asked to reflect on specific questions or briefly interview others in preparation for the next class session. These mini assignments are a required aspect of class participation.

2. **Reading reflections**

Reading reflection papers will be assigned for each of the required texts. The reading reflection will include several specific questions provided by the professor. See class schedule for specific due-dates.

3. **Writing Assignments** demonstrating in-depth personal and critical/integrative reflection on assigned readings and course concepts:

#1 – *Critical Incident Questionnaire: Experiencing Learning (this assignment is a modified version of Stephen Brookfield's suggestion in The Skillful Teacher, pp. 32-33.)*

You may complete this assignment in an outline format as long as you include clear descriptions of critical details (3-6 pages). **(Due: Feb. 17th)** Reflect thoroughly on a recent planned educational learning experience (course, workshop, or conference). Describe with clarity and detail the following aspects of your learning experience:

1. The incident (or incidents) that you recall as being the most exciting and rewarding because it represented a learning “high” for you- a time when you felt that something important or significant was happening to you as a learner.
2. The incident (or incidents) that you recall as being the most distressing or disappointing for you because it represented a learning “low” – a time when you felt despair or frustration about your learning activities.
3. The characteristics and behaviors of teachers that you found most helpful to your learning.
4. The characteristics and behaviors of teachers that you found hindered your learning.
5. Those times when you felt valued and affirmed as a learner and why this was so.

6. Those times when you felt demeaned and patronized as a learner and why this was so.
7. The most important insights you realized about the nature of effective teaching.
8. The most important insights you realized about yourself as a learner.
9. The most pleasurable aspects of learning you experienced.
10. The most painful aspects of learning you experienced.

Review your responses to the questions above, and analyze according to the following:

1. What common themes emerge from your descriptions of the learning experiences that are most useful to you? (Ex. Perhaps the most useful learning experiences for you always involve dialogue.)
2. What common themes emerge from your descriptions of the learning experiences that are least useful to you?
3. What advice would you give to a teacher concerning methods and behaviors that would be most helpful to learners?

#2 – A four to five page paper (**Due: Feb. 24th**) in which you reflect on teaching in relationship to the learning styles discussed in the LeFever *Learning Styles* text. This reflection will be based on your observations/participation in a Sunday School class, small group or other formal educational context. You must thoroughly read the LeFever text **before** your teaching observation, and your written reflection must include the following:

- A description of the context (church, age of group, focus of class, publisher of printed curriculum, etc.)
- A detailed description of the teaching/learning experience (topic, content, teaching methods, teacher/student interactions, hidden curriculum, etc.)
- Identification of your own learning styles and a description of the personal impact of the teaching methods employed
- An analysis of the teaching methods employed based on the various learning styles described by LeFever (Imaginative, Analytic, Common Sense, & Dynamic, as well as Visual, Auditory, & Tactile/Kinesthetic.)
- Concluding ideas on what could be done differently in order to reach everyone in the class.

#3 Student teaching module and corresponding paper/creative project.

For this assignment you will create and present to the class a formal lesson. The teaching module may be done in pairs of two students, or as solo. Each student or pair of students will have twenty to twenty-five minutes in which they will teach the class on some topic or skill related to Christian

discipleship/ministry. The teaching may be directed toward any age group and must reflect the insights from class discussions including *Learning Styles*, the required LeFever text. The use of technology (power points/videos) and other creative materials is strongly recommended.

The student teaching modules will be scheduled toward the end of the semester and part of your grade will be determined by peer evaluations. At the end of each teaching module, the class will respond with a critique of the teaching/learning experience. The class will determine in advance, the criteria for critiquing the student teaching modules. The student teaching module must include the following:

- A seven to ten page written paper describing your teaching plan (the context, the topic, theoretical model to be employed, purpose, goals, and related activities).
 - The relationship between the teaching purpose, goals, and activities must be described in the paper, and clear in your teaching practice.
 - Name your vision, hopes, and concerns for this teaching project.
 - A description of your experience as the teacher (response of participants, surprises, challenges, fears, insights).
 - A response to the question “would you use this approach again?” Why?
 - The paper must include a bibliography of sources consulted in the development of your teaching plan.
 - Students who choose to team teach, will need to add a ½ page statement on the team teaching process, including information on individual contributions to the process.
- a. A brief outline of the teaching process to be handed out in class (17copies)
- b. A peer evaluation form will be provided in class.

******* Optional focus for teaching module:** The educational programs in congregations need to be developed and strengthened. There is a tremendous need for nurturing teachers. It is my hope that some of you will take this class project as an opportunity to develop a Teacher Enrichment seminar that could actually be implemented in our local congregations or for your future ministry. There are numerous possible topics and related resources that could be used. This optional project should be done as a team effort and must be approved by me, your instructor. I hope that some of you will venture in this direction.

Due: March 16th, a one page teaching module plan. Outline form is fine.

GRADING PROCEDURES

The grade descriptions written in italics have been determined by the faculty at Asbury Theological Seminary and provide the guidelines for grading. The explanations that follow clarify the meaning of each grade designation.

A (5) = Exceptional work: surpassing, markedly outstanding achievement of course objectives

Exceptional work is constituted by such things as: substantive reflection that reveals engagement of the “big ideas” of Scripture/theology or the “big ideas” represented in the existing body of knowledge from the social sciences in a particular area of study and represented via assigned texts and presentations; thorough and penetrating personal insight gained from consideration of one’s experience through the lifespan thus far; creativity in translating assignments into useful pedagogical presentations; and excellence in grammatical, stylistic, and communicative aspects of writing.

B (4) = Good work: strong, significant achievement of course objectives

Good work is constituted by: solid reflection on the assigned readings and presentations in response to the given guidelines for a particular assignment; the capacity to utilize classroom discussions and readings to understand and critically engage one’s own story; accurate ability to name specific ministry implications from one’s processing of information; and carefulness in grammatical, stylistic, and communicative aspects of writing.

C (3) = Acceptable work: basic, essential achievement of course objectives

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for theological and pedagogical thought in response to the guidelines for a particular assignments; references to one’s own story at a level that makes application of truth and would interest a congregational member in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

D (2) = Marginal work: minimal or inadequate achievement of course objectives

Cursory reading of the texts that fail to represent the author’s intent; a flat restatement of the author’s work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

F (1) = Unacceptable work: failure to achieve course objectives

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments.

Active Participation = 15%

Attendance and enthusiastic participation
Completion of special mini assignments
Note taking in class

Reading Reflections = 15%

Written Reading Reflections
Learning Styles Analysis
Creativity Analysis

Writing Assignments = 70 %

Paper #1 = 15 %

Paper #2 = 15%

Teaching Module & Corresponding Paper #3 = 40%

Teaching Presentation = 15%

Corresponding Paper = 25%

CLASS SCHEDULE

Feb. 10 *Introduction to the Ministry of Teaching: informing or transforming, what's it all about?*
Developing a Critical Rationale

Feb. 17 *Developing a Critical Rationale Cont.*
Teaching via Narrative(?)
Read: Creative Ministry, pp. 1-20, on reserve in library.
DUE: Writing Assignment Paper #1

Feb. 24 *Learning Styles – Class conference with author, Marlene Lefever*
Read: Learning Styles, entire book
DUE: Writing Assignment Paper #2
Prepare a list of five questions for conference discussion. (These questions and the learning styles analysis count as Reading Reflections)

Mar. 2 *Guest Presenter: Dr. Don Joy*

Read: Meaningful Learning in the Church by Don Joy (No written Reading Reflection required. Be prepared for discussion with the author.)

Mar. 9 *Creative Teaching Methods- Class conf. with author, Marlene Lefever Lecturing Creatively*
Read: Creative Teaching Methods, Chapters 1-3, on reserve in library
Complete: Personal Creativity Analysis “How Creative are You?”, to be handed out in previous class. (This analysis counts as a Reading Reflection Activity)

Mar. 16 *Jesus, the Teacher: mimic his methods or practice his purpose and passion.*

Read one of the four gospels: Matthew, Mark, Luke, or John.

Mini Assignment - As you read, reflect on the following:

1. What was the purpose/goal of Jesus teachings?
2. What was the relationship between his teachings and his life?
3. How did Jesus teach? (approach/methods etc.)

Read: Teaching Teachers to Teach by Donald Griggs

DUE: Reading Reflection #1

DUE: One page teaching module plan.

Mar. 23 *Teaching for Transformation: an introduction to shared praxis Development of Peer Evaluation Form*
Read: Christian Religious Education, Chapter 10, on Reserve in Library
Read: Teaching the Bible in the Church by Bracke and Tye
Due: Reading Reflection #2

Mar. 30 Reading Week

April 6 *Teaching Methodology Preparing Discussions*
Read: Teaching and Religious Imagination by M. Harris
Due: Reading Reflection #3

April 13 *Teaching via Narrative(?)*
Read: Teaching as Storytelling by Kieran Egan
Due: Reading Reflection #4

Teaching Modules

April 20

Read: To Know as We are Known by P. Palmer

DUE: Reading Reflection # 5

Teaching Modules

April 27

Teaching Modules

May 4

Teaching Modules

May 11

Teaching Modules

May 18

Finals Week If time is needed to complete teaching modules, class will meet during exam time.
