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CE 605 The Servant as Teacher

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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. Articulate the importance of recruiting and equipping lay volunteers for ministries with children, youth, and adults.
6 Use insights from change theory and design plans for leading volunteers to evaluate, and implement 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.
*John Wesley's Class Meeting: A Model for Making Disciples*, D. Michael Henderson
*Disciple Making Teachers*, Josh Hunt
*Creative Ministry*, Henri Nouwen
*Patterns in Moral Development*, Catherine M. Stonehouse.
"Learning from Gender Differences," Catherine M. Stonehouse

From the following list **select one** book to read.
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.

Learning Group Interaction and Projects

With other students form a cooperative learning group of not more than 5 and not less than 3 persons. Submit a list of your group members to the professor by September 12. Groups will meet for a minimum of 5 hours during the semester. Groups will work on two specific assignments.

1. Book Reviews

Each group member will select a different book from the “select one” section of the reading list. Note the dates, in the Course Schedule by which the books are to be completed. Share with your group a review of the book you read. On the reading report card submitted to the professor, state that you have presented a review of the book to your group.

The purpose of this assignment is that you may profit from the insights of all the books while being required to read only one from the select list.

2. Sacramental Plans

In The Pastor as Religious Educator, chapter 3 discusses “The Pastor as Sacramentally Grounded Religious Educator.” Browning explores how the pastor can teach the whole congregation through the sacraments. How might you as pastors lead your congregation in the celebration of different sacraments so that they experience spiritual formation through those sacraments? Select specific sacraments and develop plans to enhance their effectiveness in the spiritual formation of the congregation. Use the following steps in the process.

a). Select a number of sacraments equal to the number of group members.

b). As a group, discuss how you could prepare people for the selected sacraments and how you might lead people in the sacraments so that they become an even more powerful means of God’s grace. As a group discuss Browning’s ideas in chapter 3. Which ideas do you see as valid? Where do you disagree with Browning? What other means have you seen used or thought of using that would make the sacrament more meaningful? What insights from this course give ideas to be used in your plan? Group members may want to seek out other creative ideas from reading or conversation with a pastor.

c). Based on the above discussion and research, each group member will then develop a plan for teaching --more effective spiritual formation-- through one of the selected sacraments. In a 2-3-page paper outline how you would prepare for the sacramental
event, features to be included in the event, and possibly new pieces of liturgy. Include a 50-100 word summary of what you hope to accomplish through your plan.
d). As a group discuss the Sacramental Plan papers, and offer refinements.
e). As a group prepare a 1-page introduction to the Sacramental Plans in which you articulate why and how you believe these plans will enhance the spiritual growth of children, youth, and adults in your congregation.
f) **November 30** submit the introduction and all plans, with the author’s name on each plan.

**Grading Criteria**
a. Significance of the plans for enhanced learning and spiritual formation.
b. Usefulness and creativity of action plans.

**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 1/2 – 3 pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type.

1. **Due September 28**
   A. In 200 - 250 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* (pages 83-160)? 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.**

**Grading Criteria**
a. Grasp of Wesleyan distinctives discussed in class.
b. Grasp of the Wesleyan distinctives presented in chapters 3 and 4 of *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 October 19**
   Recall a lesson you taught in a church related setting. In one or two sentences indicate the topic and lesson goal. (If you have not taught, recall a class session in which you were a student.)
   A. What did you (or your teacher) include in that class session which related to the learning style preference of the divergers (imaginative learners), assimilators (analytical learners),
convergers (common sense learners), and accommodators (dynamic learners)? Describe why, according to the learning style theory of Kolb and McCarthy, each learning activity or teaching method was of value to specific kinds of learners. Which learners, if any, would have found very little designed for their learning style preference? Describe what was missing that they needed.

B. If you could teach that class again, what specific learning activities would you add to implement more fully what you have learned about learning styles and to better serve the different learners? Be sure to give additional learning activities, even if you think the first plan was fine and the new suggestions would only be alternate approaches. Briefly explain your reason for adding each learning activity.

Grading Criteria
a. Grasp of learning style theory.
b. Ability to relate learning style theory to practice.

3. Due November 9
You came to Grace Church in June and have served as pastor there for 6 months. After observing Vacation Bible School last summer you decided that a change in curriculum is needed. A dedicated group of women have led vacation Bible school for the past 5 years; they love working together and want to lead the VBS again next summer. Each year they ordered materials from a certain publisher without looking at other possibilities, and felt good about the materials. VBS is one of the church’s main means of outreach to the community. You believe there are more creative resources available that will provide more significant learning experiences for the children. A church across town used one of the resources you would like your leaders to consider. Their pastor excitedly told you about their experience and showed you a video of their VBS in action.

A. Use Everett Rogers' paradigm as a guide for identifying elements necessary in the change process and develop an action plan for leading your VBS leaders in considering, and adopting new curriculum resources for next summer’s VBS and using them more effectively.

B. Briefly explain which aspect of Rogers' paradigms is implemented by each step in your action plan. Your plans should implement insights from Everett Rogers' paradigm of the Innovation-decision Process, and may reflect approaches from the Collective Innovation-decision-making Process, or the Authority Innovation-decision-making Process discussed in class.

Grading Criteria
a. Understanding of Rogers' paradigms.
b. Ability to plan workable strategies based on theory and the situation.

**Basic Beliefs Process Reports and Creative Presentation**

You will work on this project across the semester, processing your learning and refining it into an integrative, creative presentation you could use in your church.

1. Basic Beliefs: Process Reports
From your readings and class notes, develop a list of statements that articulate your basic beliefs about effective Christian education ministries and discipleship. Each statement should be no more than 30 – 50 words in length. With each statement, give the sources from which
you drew the concept – book title and page numbers, scripture reference, or class notes with date.

Example: Effective discipling begins with the teacher or parent’s relationship with God (Deut. 6:5-6, Class 9/12/00)

On October 12 and November 16, submit 2-3 pages of statements drawn from the readings and class discussions of the preceding weeks. Insights from all reading materials and major class discussion themes are expected.

Grading Criteria
   a. Clarity and significance of statements
   b. Inclusiveness of statements

2. Basic Beliefs: Creative Presentation

Working from your Process Report sheets, develop 8-10 statements that capture your basic beliefs about effective, disciple making, Christian Education. Develop a creative presentation of those Basic Beliefs to share with others, such as your congregation, lay leadership team, or Christian education staff. Design the presentation to take no more than 10 minutes. Any written copy for the presentation should not exceed 1000 words.

Begin thinking about the creative medium you might use. We will brainstorm ideas in class. To develop visuals for the presentation you may borrow video, digital, or 35 mm cameras from the Computer Center, BC 323. Use the library computer lab for editing videos. The project may be submitted on a computer disc, video, or in hard copy form.

Grading Criteria
   a. Clarity of statements
   b. Significance of belief statements
   c. Breath of belief statements
   d. Creativity of the presentation

Your Creative Presentation is due on December 12.

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) Learning Group Sacramental Plans, (3) Basic Beliefs Process Reports, and (4) Basic Beliefs Creative Presentation will be averaged for the course grade. The following grades will be assigned for the following grade points:
   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) Learning Group Sacramental Plans, (3) Basic Beliefs Process Reports, (4) Basic Beliefs Creative Presentation, and (5) the additional project 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 “A” PROJECT OPTIONS
**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 teaching model. Make it an interesting and insightful 30 minutes for your classmates.

**Presentation Grading Criteria**

a. Grasp of the ministry’s importance and how it can contribute to the spiritual formation of persons.

b. Identification of basic and creative ways of doing the ministry effectively.

c. Integration of findings into a unified, meaningful presentation.

d. 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. Note, this is to be a summary of your findings, not just the copy from your section of the presentation. You should have learned more than can be included in the presentation.

**Written Report Grading Criteria**

a. Grasp of the contribution of the ministry to the mission of the church.

b. Identification of basics the church should provide in this ministry.

c. Awareness of creative, innovative ways of doing the ministry.

d. Understanding of the pastor's role in this area of ministry.

**Group Presentation Options**

November 9 – Effective Youth Ministries

November 16 – Effective Sunday Schools

November 28 – Disciples Through Small Groups

**Application Dialogue and Report**

This project is open to student pastors or persons teaching weekly 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 a brief 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 October 31 and December 12.

Your Learning Group may also serve as your Application Dialog group. The group would then complete the requirements of work and time for the two assignments (17 hours total).

**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 the organization of the file, time invested, the breadth of the findings, and the pertinence of the evaluation.

Materials are due, in FM 106, December 7. Pick them up from FM 106, December 12.

**Teaching Group**

Form a Teaching 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 October 24 and December 7.

Following your second presentation to the group, turn in to the professor for grading, the session plans and materials you used in teaching along with the evaluation sheets for both presentations 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.

Your Learning Group may also serve as your Teaching Group. The group would then complete the requirements of work and time for the two assignments (13 hours total).

**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 when referring to human beings in writing and speaking.

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

**DUE DATES**

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<thead>
<tr>
<th>Reading Cards</th>
<th>Other Assignments</th>
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<tbody>
<tr>
<td>Note: You read only one of the books in parenthesis.</td>
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<tr>
<td>Sept. 28 – <em>Patterns in Moral Development</em></td>
<td>Sept. 28 – Integrative Paper #1</td>
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<td>“Learning from Gender Differences”</td>
<td>Oct. 5 – Kolb Learning Style inventor</td>
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<td>Nov. 7 – <em>(Children in the Worshipping Community, Young Children and Worship)</em></td>
<td>Oct. 19 – Integrative Paper #2</td>
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<td>Nov. 9 – <em>(The Ministry of Nurture)</em></td>
<td>Nov. 9 - Integrative Paper #3</td>
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<td>Nov. 14 - Disciple making Teachers</td>
<td>Nov. 16 – Basic Beliefs Process Report #2</td>
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<td>Nov. 16 – <em>(Revitalizing the Sunday Morning Dinosaur)</em></td>
<td>Nov. 30 – Cooperative Learning Group Project</td>
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<td>Nov. 28 – John Wesley’s Class Meeting</td>
<td>Dec. 12 – Basic Beliefs Creative Presentation</td>
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<td>Dec. 7 – Creative Ministry The Pastor as Religious Educator</td>
<td>“A” Projects</td>
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<td>As note with project description</td>
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**COURSE SCHEDULE**

September 5 – Introduction to the Course

Unit I - Biblical, Wesleyan Foundations for Christian Education Ministries

September 7 – Biblical Principles: The Purpose of the Church and the Goal of Christian Education

Read: Browning pp. 1-10


Read: Hunt pp. 6-25

September 14 - Biblical Principles: Jesus as Model Teacher.

Read: Hunt pp. 26-46

September 19 - Developing a Biblical, Wesleyan Foundation for Christian Education.

Read: Henderson pp. 83-126

September 21 - Developing a Biblical, Wesleyan Foundation for Christian Education, cont’d.

Read: Henderson pp. 127-160

Unit II – The Pastor’s Philosophy of Christian Education

September 26 - Components in a Philosophy of Education.
Read: Browning pp. 35-50
September 28 - A Developmental Perspective on Education.
Read: Stonehouse Patterns in Moral Development
"Learning from Gender Differences."

October 3 – Insights from Religious Educators
Read: Nouwen pp. 5-20

Unit III - The Pastor as Teacher

October 5 - Learning and Teaching Styles
Note: Complete Kolb Learning Style Inventory
Read: Browning pp. 83-106
Hunt pp. 48-65

October 10 - Strategies and Models for Applying Learning Styles Theory.
Read: Hunt pp. 67-89

October 12 - Critical Teaching Skills
Read: Hunt pp. 89-109

October 17 - Media in the Teaching Ministries of the Church
Read: Browning - pp. 146-177

October 19 - The Teaching Church
Read: Browning - pp. 51-82

Unit IV - The Pastor as Servant Leader in Christian Education

October 24 - The Pastor Leading the Laity in Christian Education Ministry
Read: Browning pp. 126-145

October 26 - The Pastor and the Recruiting of Lay Volunteers in Christian Education.
Read: Browning - pp. 107-125
(Foundations and Krau)

October 31 - The Process of Bringing about Change in Christian Education
Read: Nouwen pp. 43-65

November 2 - The Pastor as Change Agent.
Read: Nouwen pp. 69-89

November 7 - Ministry with Children
Read: Browning pp. 215-226
(Ng and Thomas, Stewart and Berryman)

November 9 – Youth Ministries
Read: Nouwen pp. 23-40
(Robbins)

November 14 - Adult Ministries.
Read: Browning pp. 210-214, 226-234
Hunt pp. 111-124

November 16 - The Sunday School - Effective Today?
Read: (Hemphill)

November 28 - Discipling Ministries
Read: Henderson pp. 11-81

November 30 – The Evangelism and Outreach Potential of Christian Education

December 5 - Releasing the Outreach Potential of Christian Education
Read: Browning pp. 178-209
December 7 - The Vision of the Leader and Wrap Up
Read: Browning - pp. 11-34
    Nouwen pp. 93-119
December 12 - Final Exam Due, 1:00 PM