CD 560 The Ministry of Teaching

Chris Kiesling
Ministry of Teaching  
CM 610X - Spring 2004

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Office Hours: TBA

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.  
(Provisional syllabus and subject to minor changes before January)

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 evaluated 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 feedback related to how to grow toward more impactful teaching.
TEXTBOOKS


Learning Style Inventory - Available from the bookstore as looseleaf pages

**For General Information about ExL, contact:**

  Kevin Osborn  
  exl_director@asburyseminary.edu

**For Technical Support with ExL, contact:**

  Jared Porter  
  exl_support@asburyseminary.edu

**For Library Assistance regarding Book and/or Article Requests, contact:**

  Hannah Kirsch at hannah_kirsch@asburyseminary.edu

**For Interlibrary Loan Information, contact:**

  Dot James at dorothy_james@asburyseminary.edu
Obtaining Library Materials and Reference Assistance
Email: Ats_Reference@asburyseminary.edu
Toll-Free Reference Help Line: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible. However, library services are always available to students through Asbury’s B. L. Fisher Library. All requests for books and journal articles should be e-mailed to the Reference Desk (ATS_Reference@asburyseminary.edu). The Reference workers (Hannah, Robbie, and Nina) will also assist ExL students with reference requests, using various online databases, or doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library catalog (for books available in the library) or one of the restricted journal databases available on the library’s website (www.asburyseminary.edu/library - choose “library catalog” or “restricted databases”). Then send an email to the reference desk citing the sources that you would like to request. If you need help searching the databases, do not hesitate to call (1-866-454-2733) or email the reference desk. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page); however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (10 cents per page in pdf format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

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

1. (20 percent) Participation in team discussion groups.
2. (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.
3. (10 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).
4. (10 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.

5. (40 percent) A 20-25 minute teaching module that you will video tape and send to me toward the end of the semester that utilizes a theoretical model, exemplifies helpful classroom dynamics, your teaching style, student learning styles, etc.

6. (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 plusses 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
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