

Course ID:	Course Title:	Winter 2023
LE645 (Cross-Levelled PST405)	Digital Ministry and Mission	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Rev. Bryce Ashlin-Mayo, DMin, MDiv, BTh (honours)	First Day of Classes:	January 9, 2023
Days:	Thursdays 8:15am till 11:15am ZOOM:	Email:	Bryce.Ashlin-Mayo@ambrose.edu	Last Day to Add/Drop:	January 22, 2023
Time:	8:15am till 11:15am	Phone:	403-701-0983	Last Day to Withdraw:	March 31, 2023
Room:	REL 132	Office:	403-242-3431 ext 101	Last Day to Apply for Extension:	April 3, 2023
Lab/Tutorial:	None	Office Hours:	By Appointment	Last Day of Classes:	April 14, 2023
Final Exam:	No Final Exam				

ZOOM LINK: <https://ambrose.zoom.us/j/92392896880?pwd=SIZtS3JoTHFWOWs0MGRRTZMVGU3UT09>

Course Description

A theological and methodological exploration of online ministry with particular attention to creating an online ministry strategy. It will examine how the internet and social media is profoundly changing culture and explore how the Church can effectively engage this new medium for the advancement of God's kingdom and mission.

Expected Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Understand, apply and reflect on how the intersection of ecclesiology and media ecology influences ministry methodology.
- Effectively employ new internet-based technologies (video production, video conferencing, social media, content management systems, databases, and digital advertising) for ministry purposes.
- Design and create an immediately implementable multi-year online ministry strategy that can either exist exclusively online or complement an in-person church ministry strategy (hybrid approach).
- Critically examine online ministry for its impact, opportunities and potential pitfalls.

Required Reading

Read the following:

- Ashlin-Mayo, Bryce R. *Digital Mission: A Practical Guide for Ministry Online*. Toronto: Tyndale Academic, 2020.
- Schuurman, Derek C. *Shaping a Digital World: Faith, Culture and Computer Technology*. Downer Grove: InterVarsity, 2013.
- Ashlin-Mayo, Bryce. Chapter 17 of *On Mission: Why We Go. Volume 5*. Available as a free download. URL: <https://www.cmacan.org/wp-content/uploads/2022/06/On-Mission-Vol-5.pdf>

Read one of the following:

- Ong, Walter J. *Orality and Literacy*. London: Routledge, 2002.
- Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. New York: Penguin Books, 1986.

Course Schedule

The following outline indicates how the semester will (may) unfold:

WEEK	TOPIC	ASSIGNMENT/ACTIVITY	ASSIGNMENT/EXERCISE DUE DATE
WEEK ONE (Jan. 12)	Introduction and Theology of Technology	Optional: Attend the public lecture in the evening on Discipleship in the Age of Machines.	None
WEEK TWO (Jan. 19)	An Introduction to Media Ecology	Read: Part One of Digital Mission	None
WEEK THREE (Jan. 26)	PROGRAM DAY (NO CLASSES)		
WEEK FOUR (Feb 2)	Understanding Digital Culture 1: Experience as Story Understanding Digital Culture 2: Experience as Participation	Read: Part Two of Digital Mission	None
WEEK FIVE (Feb. 9)	Content creation in your groups.	<i>Bryce is away this week</i> Group Assignment – Use this time to meet on Campus or online in your groups and help each other to design and film a 5 to 10-minute video using basic equipment that reflects the <i>Four Shifts of Digital Culture</i> .	None
WEEK SIX (Feb. 16)	Understanding Digital Culture 3: Relational Authority		Video Production Assignment Due
WEEK SEVEN (Feb. 26)	READING WEEK (NO CLASSES)		
WEEK EIGHT (March 2)	Understanding Digital Culture 4: Tribalism		Interaction Paper #1 Due

WEEK NINE (March 9)	Gathering	Guest – Corey H. – 10:00am, MST	
WEEK TEN (March 16)	Scattering	Guest – Paul Brooks – 10:00am, MST	
WEEK ELEVEN (Mar. 23)	Organizing	Guest – Jodi Getsen – 10:00am, MST	Interaction Paper #2 Due
WEEK TWELVE (Mar 30)	Creating a Digital Ministry Plan	Read: Part Three of Digital Mission	
WEEK THIRTEEN (April 6)	Creating a Digital Ministry Plan		Final Project Due
WEEK FOURTEEN (April 13)	The Future of Digital Ministry and Mission	Guest: VR Presentation The Danger of Digital Colonialism Read Chapter 17 of On Mission: Why We Go	Reading Report Due

Requirements:

Assignments are weighted as follows:

- Attendance and Participation 10%
- Reading 10%
- Interaction Papers 30%
- Creative Group product 15%
- Develop, Critique, Research 35%

Attendance – 10%

- Attend all classes and participate accordingly. If unable to attend, you may watch the recorded version posted to Moodle and report that you have watched them to the instructor.

Reading – 10%

- By the deadline listed above, please submit a statement in Word format through Moodle that states your name and the percentage of the required reading you completed.
- Due: April 13th

Interaction Paper #1 – 15%

- Write a 1000-word interaction paper on *Shaping a Digital World: Faith, Culture and Computer Technology*. This paper will interact with the material in the book with a specific focus on how it will impact the student's view and implementation of digital ministry.
- Due: March 2nd

Interaction Paper #2 – 15%

- Write a 1000-word interaction paper on the book chosen from the required reading list (either: Ong or Postman). This paper will interact with the material in the book with a specific focus on how it will impact the student's view and implementation of digital ministry.
- Due: March 23rd

Create – 15%

- Create a sample of ministry-related video content (minimum 5 minutes) and post it on Facebook or YouTube (even if it is a private link share) and share the link with the professor and the class (via Moodle). This will be marked based on creativity, effectiveness, and implementation of the Four Shifts.
- Due: February 16th

Final Project: Develop and Research – 35%

- A comprehensive online strategy for a church or ministry (Minimum 1000 words) that can be immediately employed by your ministry and/or church (you are encouraged to use graphics, creative formatting, etc. - assume it is for public communication). Include an additional 500-word self-critique of your strategy based on the *Four Shifts*. Follow the information and instructions given in class. (10%)
- Research and write a 4000-word paper on the future of online ministry. Share your thoughts on the future of online ministry (where you believe things are headed), its limitations and its possibilities (use academic-based research and include a total of at least 15 sources with 2-3 footnotes per page). (25%)
- Due: April 6th

Submission of Assignments:

All written assignments are to be submitted electronically through the designated Moodle site. It is important that all submissions be formatted as a *Microsoft Word* document, **NOT PDF**.

Basic Format: Papers should all be written as follows:

- *Microsoft Word* File Format
- Print is to be the equivalent of 12-point font.
- Double-spaced
- All pages are to be numbered
- Citation of Sources: The learner is free to use his/her preferred style (e.g. Kate Turabian's *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.

Attendance:

Attendance is mandatory unless previous permission is granted from the instructor.

Other:

All Assignments should be submitted via Moodle on or before the due date. If an extension is needed, please contact the instructor in advance. Extensions will only be granted in serious situations outside of the student's control. Late assignments without pre-approved extensions will lose 10% per day late. Once an assignment is seven days late, it will receive a zero.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Percentage and Letter Grade equivalency are as follows:

<u>Letter Grade</u>	<u>Percentage</u>
A+	98% - 100%
A	94% - 97%
A-	90% - 93%
B+	85% - 89%
B	80% - 84%
B-	75% - 79%
C+	70% - 74%
C	65% - 69%
C-	60% - 64%
D+	55% - 59%
D	50% - 54%
F	0% - 49%

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on the student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.