



ED 501: Teaching and Discipleship Making (New title- Discipleship from the perspective of teaching and learning)

Fall 2009 (3 credits)

Instructor: Rev. Arch Wong, D.Min., Ph.D.

Contacting the Instructor

Study: L2105

Office Phone: (403) 410-2909

Class Time: Mondays 1-3:45pm

Class Location: A2133

Email Address: awong@ambrose.edu

Course Description

This course will provide opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for learners to examine a variety of learning theories, perspectives and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Through examination of five theoretical perspectives on designing learning experiences and analyses of twelve research based “science of learning” principles, learners will have an opportunity to grow in their understanding of their own teaching strengths and challenges, and to consider with others in the course, how to best design and implement effective learning experiences in churches/institutions.

Learning Outcomes

The goal of this course is to strengthen the ability of learners to integrate their understanding of learning into their ministry practices of teaching so that they become more effective facilitators, teachers and communicators. By the end of the course, learners should be able to:

- Identify selected learning perspectives and principles and describe their application to teaching and facilitation practice in church/institution;
- Analyze learning perspectives and principles and understand how each inform and strengthen teaching and facilitation competency;
- Develop learning experiences with learners understanding intentionally designed for within the learning experiences;
- Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values;
- Assess and evaluate how perspectives and principles examined in the course confirm/disconfirm learners’ practice and its attending assumptions, beliefs, theories and values;
- Analyze how learners’ current practice in turn affirms/disaffirms the course’s perspectives and principles of learning.

Required Texts

Kolb Learning Style Inventory (Purchase from professor)

Pratt, Daniel. (1998). *Five perspectives on teaching in adult and higher education*. Florida: Krieger Publishing Company.

Teaching Perspectives Inventory (To be done on-line)
Handouts as required.

Class Schedule (*Note: The instructor may adjust the course schedule at his discretion*)

For each topic listed below, the instructor will present an introduction to identify and clarify the topic’s main propositions, concepts and assumptions and learning and teaching. Then, for each topic listed below, students will be expected to develop written analyses of their own professional and ministry practices using the relevant topic’s main propositions, concepts and assumptions as a basis for their analyses. For each topic, students will consider the five main commonplaces of ministry in their analyses-learners and learning; teachers/minister and teaching/ministry; subject matter and curriculum/programs; setting/context in which learning and teaching occur; and society and culture.

September 14	Introduction and Review the Syllabus/Philosophy of Teaching and Learning/Epistemology
September 21	Transmission Perspective and Principles of Learning Part 1
September 28	Developmental Perspective Part 1
October 5	Developmental Perspective Part 2 and Principles of Learning Part 2
October 12	<i>No class- Thanksgiving</i>
October 19	Nurturing Perspective and Principles of Learning Part 3
October 26	Apprenticeship Perspective and Principles of Learning Part 4
November 2	Social Reform Perspective
November 9	Designing Learning Objectives
November 16	Teaching and Learning Strategies
November 23	Assessment
November 30	Presentations
December 7	Presentations

Course Requirements

Regular Assignments (40%)

An assignment will be usually given at the end of each class. The assignment will be due at the beginning of the following class or as set by the instructor. The instructor will give clear instructions and explain the expectations for each assignment.

Course/Program Design (40%)

Each student will design a five to ten page course or program for possible use in their church. The program will be designed for an audience of the student’s choice (e.g. adult elective in Sunday school; home Bible study; children and youth club activity). The time between class times will be our “classroom” for development of regular updated presentations of the developing course program. Students will be expected to submit drafts of their work on the program on a regular basis throughout the course in order to receive feedback from peers and instructor regarding the program and its development. There will be a class presentation on November 30th and December 7th. The course/program design will be due on December 14th. The program will have three parts:

- Course/program description of goals, objectives, rationale, materials/resources required, statements of course/program themes or content, instructional strategies chosen to deliver

the content. Assessment procedures chosen to gather information to determine if your course/program has been effective;

- Clear identification of how your course/program is based on at least two of the perspectives examined in this course;
- Clear identification, in writing in the actual course/program, where at least six principles of learning have been deliberately considered in the design of the course/program.

Course/Program External Review (20%)

Each student will arrange for an external review of their course/program. The review is to be undertaken by a peer at the participant's home church or institution. Course/program review by the peer or assessment comments following the delivery/facilitation session at the participant's home church should be submitted to the instructor immediately (one page review maximum from peer). In addition, each participant should submit an eight to ten page reflection paper that answers three questions (due before the last class):

- In my program, what was my main idea about designing and delivering church based courses/programs so that my participants learn;
- On the basis of the external review, what now is my main conclusion regarding designing programs;
- What remains fuzzy for me regarding learning and designing learning programs.

Course Grades

Regular Assignments	40%
Course/Program Design	40%
Course/Program External Review	20%

The available letters for this course grades are as follows:

Letter Grade Percentage

A+	93-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	85-92%	
A-	80-84%	
B+	77-79%	Good - clearly above average performance with knowledge of subject matter complete
B	73-76%	
B-	70-72%	
C+	67-69%	Satisfactory - basic understanding of subject matter
C	63-66%	
C-	60-62%	
D+	55-59%	Minimal pass - marginal performance
D	50-54%	
F	below 50%	Failure - unsatisfactory performance or failure to meet course requirements.

Important Notes

Besides class time, one of the other ways I will communicate with you is through your campus student email. Please check this periodically or forward this email account to your main email

account. Laptop computers may be used for note taking only. Please do not access the network/internet during class unless specified by the professor. Please turn off all cell phones during class and please no text-messaging. Recording of any type is not permitted unless permission is given by the instructor.

It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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. The last day to enter a course without permission and /or voluntary withdrawal from a course or change to audit without financial penalty: September 18th. Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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. This syllabus is a contract between the instructor and you. Students are advised to retain this syllabus for their records.

Academic Dishonesty: Plagiarism

Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is plagiarism. Fraud and theft best describe plagiarism, but plagiarism can also occur seemingly by accident when a student fails or forgets to give credit to another person’s ideas or words.

Plagiarism includes:

- Submitting work previously submitted in another course without the consent of the instructor.
- Representing the words, ideas, or work of another as one's own in any academic exercise.
- Conducting any act that defrauds the academic process.
- Nearly all forms of plagiarism can be avoided by giving credit to others whenever using:
 - Another person's idea, opinion, or theory.
 - Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
 - Quotations of another person's actual spoken or written words.
 - A paraphrase of another person's spoken or written words.

Academic Dishonesty: Cheating

Cheating is another serious form of academic dishonesty. Cheating includes, but is not limited to:

- Sitting for an examination by surrogate or acting as a surrogate.
- Tampering or attempting to tamper with examinations, grades, or class records.
- Communicating with another student during an examination in a dishonest way.
- Bringing into an examination any textbook, notebook, paper, information or electronic device not authorized by the instructor or examiner.
- Consulting any person or materials outside the examination room without permission to do so.
- Attempting to read other students' examination papers.

Penalties

If an instructor finds there is sufficient evidence of academic dishonesty on the part of a student, then the student will be subject to penalty. Any form of academic dishonesty may result in a zero grade on the assignment, loss of credit in that course, suspension, or other administrative action, as determined by committee.