



## **ED 501: Teaching and Learning**

**Fall 2012 (3 credits)**

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

### **Contacting the Instructor**

Office: L2043

Office Phone: (403) 410-2909

Class Time: Wednesdays 2:30-5:15PM

Class Location: L2100

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### **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/institutions. 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, \$20-30).

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

*Teaching Perspectives Inventory* (To be done on-line).

**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/or 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 5	Introduction and Review the Syllabus; Letter to the Professor; Teaching Philosophy; Vella article
September 12	Developmental Perspective Part 1; Guest: Dr. Bernie Potvin
September 19	Transmission Perspective and Principles of Learning Part 1; Philosophy of Teaching and Learning/Epistemology
September 26	<b>No class- Community Day.</b> I would strongly encourage you to come to the Community Day. The following day is a one day seminary retreat (September 27 <sup>th</sup> ) off campus.
October 3	Library Literacy and Research; Guest: Sandy Ayer
October 10	Developmental Perspective Part 2 and Principles of Learning Part 2; Fowler's Stages of Faith/Kolb Learning Style
October 17	Nurturing Perspective and Principles of Learning Part 3; Self-Efficacy
October 24	Instructional Design /Designing Learning Objectives
October 31	Apprenticeship Perspective and Principles of Learning Part 4
November 7	Social Reform Perspective; What is Critical Theory?/ How to Teach Critical Pedagogy
November 14	Teaching and Learning Strategies
November 21	Teaching and Learning Assessment
November 28	Program Assessment/Class Evaluations

**Course Requirements** (*Note: All assignments are to be submitted on Moodle unless otherwise specified*)

***Reflection Papers/Assignments (40%)***

There are 5 reflection papers/assignments to be done:

1. Letter to the Professor 1- In your first letter, which is due September 12<sup>th</sup> (7.5%), you should focus on two different but related issues. First, tell me everything you want me to know about your religious background, and furthermore, explain how your background might affect the way you do and think about ministry. This is your opportunity to introduce yourself to me and tell me about who you are—especially about those things that might be relevant to this class. It will also give you an opportunity to reflect on how your religious background will influence how you think and do ministry. Second, you should also address the issues of your own learning goals for this course. Why have you chosen to enroll in this course? What do you hope to learn by the end of the semester? How do these learning goals fit into your religious background? How are your learning goals similar to or different from the learning

goals stated in the course outline? If you take this assignment seriously and address both of these issues clearly and thoughtfully, then you should expect to receive an A or A- for this assignment—so it is an opportunity to start off the semester with a good grade!

2. Describe your current philosophy of teaching, with reference to yourself as a teacher or facilitator in a church or institution. Write a statement so that it identifies the principles, or ideas that guide you in the following three categories:
  - Who are you as a teacher, facilitator or preacher;
  - What you stand for (as a teacher, facilitator or preacher);
  - What you would like to be known as, by those who learn from you in your ministry (as a teacher, facilitator or preacher).

Craft your Philosophy Statement without reference to other's opinion. Due on September 12<sup>th</sup> (5%).

3. Reflection Paper on Bernie Potvin's class- Write a 2-3 page (single space, 12 point) reflection paper on Bernie Potvin's class. The reflection paper should have: 1) A short description of the topics covered; 2) Your analysis of the class topic; and 3) Your synthesis of the class which includes but not limited to your opinions and new insights if any that you have learned. Due on September 19<sup>th</sup> (10%).
4. Designing Plan Assignment- I will give instructions in class for this reflection assignment. Due on October 31<sup>st</sup> (10%).
5. Letter to the Professor 2- In your second letter, you should tell me about your learning experience during the semester. You want to address 4 related areas: 1) The **content** of your learning (that is, what key ideas or information have you learned about ministry this semester? What have you learn about how to use or apply what you've learned?); 2) The **context** of your learning ( that is, how does what you learned this semester fit into the larger context of your life—social, educational, religious, and so forth? Have any of your interests, feelings, or values changed as a result of this class?); 3) The **process** of your learning (that is, what was the best learning experience you had this semester? What have you learned about how you learn best? How will you take this knowledge about yourself and apply it in the future?); and 4) The **outcome** of your learning (that is, which of your learning goals, identified in the course syllabus and in your first "Letter to the Professor" did you achieve? What evidence do you have that they were achieved? Which ones were not achieved? Why do you think these were not achieved? Which of these learning goals will you continue to pursue after this course has finished?). Each of these 4 issues should receive a separate section within your letter. Moreover, please do not respond to the above offered questions mechanically, but shape your responses into a LETTER that offers me a critical evaluation of your learning experience in this course. I would expect this assignment to be, at least 750 words. As with your first letter to the professor, if you take this assignment seriously and address these 4 issues clearly and thoughtfully, then you should expect to receive and A or A- for this assignment. Due on November 21<sup>st</sup> (7.5%).

### ***Course/Program Design (45%)***

Each student will design at least a 10 page course or program for possible use in their church/institution (40%). The program will be designed for an audience of the student's choice (e.g. adult elective in Sunday school; home Bible study or small group; children and youth club activity; university classroom). Students will be expected to submit at least one draft 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. The course/program design will be due on November 28<sup>th</sup>. 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.

As a way to measure progress and receive feedback from the instructor and peers a rough draft of the course/program description of goals, objectives, rationale, materials/resources required, statements of course/program themes or content, instructional strategies chosen to deliver the content will be submitted on November 7<sup>th</sup> (5%). Also, please submit the feedback from the peer that you have chosen.

### ***Course/Program External Review (15%)***

Each student will arrange for an external review of their course/program—please plan this carefully and well in advance. The review is to be undertaken by a peer at the participant's home church or institution either by: 1) Course/program review by the peer or assessment comments following the delivery/facilitation session at the participant's home church/institution should be submitted to the instructor immediately (one page review maximum from peer); **or** 2) If unable to deliver the course/program at the participant's home church/institution, the external reviewer should submit a 1 to 2 page critique of the course/program design to the instructor addressing:

- The strengths and weaknesses of the course /program design.
- Does the course/program design accomplish its goals and objectives?
- How might the course/program be strengthened?
- Other important and relevant comments.

In addition, each student should submit an 8 to 10 page reflection paper that answers three questions (due on November 28<sup>th</sup>):

- In my program, what was my main idea about designing and delivering church/institution 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

Reflection Papers/Assignments	40%
Course/Program Design	45%
Course/Program External Review	15%

The available letters for this course grades are as follows:

### Letter Grade Percentage

A+	95-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	90-94%	
A-	85-89%	
B+	78-84%	Good - clearly above average performance with knowledge of subject matter complete
B	74-77%	
B-	70-73%	
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.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

## 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. Recording of any type is not permitted unless permission is given by the instructor. Students are expected to attend all class time.

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 16, 2012 (Fall semester) or Sunday, January 20, 2013 (winter semester). These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student

is responsible for related fees. Please note that this is a **new policy**, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (*withdraw*) – Monday, November 12, 2012 (Fall semester) or Friday, March 22, 2013 (Winter semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as 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](mailto:privacy@ambrose.edu).

### **Extensions**

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” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

### **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 College 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 give credit 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 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 and become part of the student's permanent record.

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