

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Dates	Fridays	Instructor:	Rev. Arch Wong, D.Min., Ph.D.	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
Time	1:00-3:45 pm	Email:	awong@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room	L2084	Phone:	403-410-2909	Last day to withdraw from course:	Mon, Nov 14, 2016
Final Exam day		Office:	L2053	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
N/A		Office Hrs:	By appointment	Last day of classes:	Mon, Dec 12, 2016

Textbook:

Kolb Learning Style Inventory, LSI Workbook (Purchase from professor, \$20-30 or from bookstore).

Potvin, Bernie, Rehn, Nicki, & Peat, David (2014). *Ten strategies for building community with educational technology: A handbook for instructional designers and program developers*. Edmonton, AB: Brush Education Inc.

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/models 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 and ten teaching models on designing learning experiences and analyses of twelve research based 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. The course uses two primary teaching models: direct instruction and shared praxis.

Expected 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 and teachers. By the end of the course, learners should be able to:

- Identify selected learning perspectives/models and principles and describe their application to teaching and facilitation practice in church/institution;
- Analyze learning perspectives/models 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/models 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.

Course Schedule:

Module 1

Week 1	September 9	Introduction and Review the Syllabus; Letter to the Professor 1; What is Teaching and Learning?; Transmission Model
Week 2	September 16	Nurturing Perspective and Self- efficacy; Principles of Learning Part 1
Week 3	September 23	No class

Module 2

Week 4	September 30	Share Praxis and Case Study Models; Principles of Learning Part 2
Week 5	October 7	Guided Discovery and Insight Generating Models; Principles of Learning Part 3

Module 3

Week 6	October 14	Teaching Perspective Inventory; Designing Learning Objectives ; Principles of Learning Part 4
Week 7	October 21	Learning Activities; Program/Course Assessment; Teaching and Learning Strategies

Module 4

Week 8	October 28	Apprenticeship and Training Models; Guest: Dr. Nicki Rehn
Week 9	November 4	Developmental Perspective Part 1, Guest: Dr. Nicki Rehn
Week 10	November 11	No Class- Fall Mid-semester break
Week 11	November 18	Developmental/Experiential Perspective Part 2- Kolb Learning Inventory; Fowler's Stages of Faith

Module 5

Week 12	November 25	Social Reform Perspective
Week 13	December 2	Inquiry and Project Models
Week 14	December 9	Wrap Up; Student Course Evaluation (please bring laptop/mobile devices)

Requirements:

Pre-class Readings

Before each class, learners are required to do the readings as assigned for that week posted on Moodle.

Reflection Papers/Assignments (15%)

There are 3 reflection papers/assignments to be done:

1. Letter to the Professor 1- In your first letter, which is due September 16th (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! The scoring rubric will be posted on Moodle.
2. Designing Plan Assignment- Read Caffarella (Found in Moodle under “Designing Instructional Plans- Caffarella) and do Exercises 9.1, 9.2, 9.3, and 9.4 and hand in the exercises on October 21st (5%). I have placed a Word document template of Exercises 9.1, 9.2, 9.3, and 9.4 on Moodle. There is no scoring rubric for this assignment and will give narrative feedback.
3. 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 learned 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 an A or A- for this assignment. Due on December 2nd (5%).

Discussion Forum (20%)

You will be assigned to a group. Each group will choose a group leader and let me know who it is (extra 5% if you are the group leader). Your group will be assigned to a **Discussion Forum** in Moodle. Your group will be required to do four forums during the course on the following dates by choosing one of the learning models:

- Week of September 26th- Shared Praxis or Case Study Model (Post on Mon Sept 26th and Rebuttal by Wed Sept 28th)
- Week of October 3rd- Guided Discovery or Insight-Generating Model (Post on Mon Oct 3rd and Rebuttal by Wed Oct 5th)
- Week of October 24th- Apprenticeship or Training Model (Post on Mon Oct 24th and Rebuttal by Wed Oct 26th)
- Week of November 28th- Inquiry or Project Model (Post on Mon Nov 28th and Rebuttal by Wed Nov 30th)

For each learning model chosen, you will engage in six pedagogic movements, when used together are designed to guide you to engage in what we will call shared praxis. Shared praxis is systematic reflection with others regarding one's current practices and reasons for those practices (assumptions beliefs, values, theories), both informed by best practices and research. Shared praxis is one of the pedagogic basis for the course. The shared praxis six movements should be followed for your group's work in each models chosen:

1. Your **current teaching practice** (e.g. style of teaching, techniques used, strategies deployed...) vis-à-vis the model (e.g. in Direct Instruction/Transmission you prefer to use videos, or preaching using three points, or visuals ...)
2. **Why?** What are your assumptions about teaching and learning, your beliefs, values, theories that give rise to your practice?

(Read assigned chapter reading for the model/perspective from textbooks).

3. **What idea from your readings 'caught your attention,' engaged you enough so that you would like to share it with your group?**
4. How does the **idea (above) call into question** your teaching practice? (e.g. How does the idea confirm or disconfirm your practice, affirm or disaffirm your practice...)
5. How does **your teaching practice** with its assumptions, theories, values and beliefs **call into question** the idea from the readings?
6. **Now what?** So what? What will your new teaching practice look like now?

Your postings each assigned Monday is to offer a challenge to each other's decision regarding your new teaching practice using the shared praxis six movements. Please do so with respect, appreciation and information, either from best practices, or from research. You do not necessarily have to adjust or modify your decision regarding a new teaching practice, but I do expect that you will give due consideration to your group member's challenge. You are also free to post a rebuttal to your group member's challenge. All in all, I will look for postings that faithfully follow along the intent in the six movements (above), either in an initial posting or in a rebuttal. The goal is for you to come to a better, more ethical and learning enhancing way of teaching in the church.

Again, you will post on Monday (using the shared praxis six movements) and rebuttal by Wednesday (before you start the first rebuttal you should read *Soliciting Feedback and Praise* found on Moodle) for one of the two models for that week as chosen by the group. Your rebuttals should be instructive, rich with feedback, helpful to your colleagues as they consider a new way of teaching, a better teaching practice regarding each of the five models your group has chosen. No “good post” comments from you to your colleagues will be accepted. Laziness is not a virtue. I expect to read posts/rebuttals that reflect your readings (including readings

beyond those identified in the course); you must be prepared to search out articles, readings from books, documents that are helpful in your work in your group towards new and better teaching practices.

Netiquette Guidelines

Learners should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. **Always think before you write.** In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. **Keep it relevant.** There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions or prompts.
3. **Never use all caps.** This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. **Make sure that you are using appropriate grammar and structure.** In other words, I don't want to see anyone writing "RU" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
5. **Treat people the same as you would face-to-face.** In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. **Respect the time of others.** This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.
7. I will let you know if you have violated any of these netiquette guidelines.

Concept Paper (30%)

You will identify **one "big"** concept you would like to see taught with a particular age group in a church setting. Your choice of concept is based on what is most important to you e.g. freedom, redemption, dignity, Christ, church, justice, atonement. Perhaps you believe that you have 'learned' misconceptions about some of our faith's most important tenets. Your concept paper would be that opportunity to correct the wrong and propose how you would design learning experiences so that the concept is accurate and true. Perhaps you have an important interest in children and believe that what children understand conceptually serves as an important basis for what they can and do learn later on. Perhaps you have considered how best to design a longer program of learning, with multiple entry points into the learning (small groups, mentoring, Sunday services, reading...) and would appreciate an opportunity to design a universal, comprehensive and personalized program of learning on an important concept (e.g. hospitality in neighborhoods, marriage, sexual behavior...). The choice of concept is up to you and you must write about one concept only.

In no more than ten pages (maximum), single spaced, you are asked to describe how you would "teach" the concept using 10 of the models. The paper will be written in first person. Each section (ten in total) will include the following: **Rationale** (why you would teach the concept in the way you propose, based on each concept); **Intended learning outcome(s)**; **Content** (themes, topics, sub-concepts, learner actions...), **Assessment and Evaluation**, what would successful learning look like and how would you know learning has in fact been successful; and, **Context** (e.g. numbers, where learning will take place, how organised, what resources or equipment will be used). The assessment rubric will be posted on Moodle. I have put a sample of what I am looking for on Moodle. The due date for this assignment is November 4th.

Course/Program Design (35%)

Each student will design at least a 10-page course or program for possible use in their church/institution (30%). 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). The course/program design will be due on December 12th. 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/models 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 18th (5%). Also, please submit the feedback from the peer that you have chosen (choose your peer early in the course).

Attendance:

Learners are expected both to arrive at class on-time and to actively participate in the various learning activities. Students who are absent for more than five class sessions (a session is one 75-minute period), in whole or in part, will receive a failing grade for the course. Learners are also required to participate in the online discussion forums.

If you miss any class sessions, it is your responsibility to borrow notes from a fellow learner, to acquire any handouts, and to discover whether any changes were made to the syllabus.

Grade Summary:

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.

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 student registration system. Printed grade sheets are not mailed out.

Other:

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, such as MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the learner’s control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

All Seminary students in the Master of Divinity, Master of Arts in Intercultural Ministries and Master of Arts in Leadership and

Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. 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.

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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 Academic Calendar. 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.

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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

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 college. 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.

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