

Course ID:	Course Title:	Winter 2020
ED 501	Teaching and Learning	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Day:	Wednesdays	Instructor:	Rev. Arch Wong, D.Min., Ph.D.	First day of classes:	Tues, Jan 7
Time:	8:15-11:00 AM	Email:	awong@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 19
Room:	L 2084	Phone:	403-410-2909	Last day to request revised exam:	Mon, Mar 9
Lab/ Tutorial:	N/A	Office:	L 2081	Last day to withdraw from course:	Fri, Mar 20
	N/A	Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar 30
Final Exam:	N/A			Last day of classes:	Thurs, Apr 9

Course Description

This course uses group and experiential learning to provide participants with growing confidence in their identity as communicators in diverse teaching situations, aware of the diversities in learners and instructional methodologies relevant to Christian educational ministry.

Expected Learning Outcomes

By the end of the course, learners should be able to:

1. Understand and integrate brain science with teaching and learning for ministry.
2. Identify, assess, and draw from appropriate teaching models and relevant learning principles to design teaching practices in a ministry context;
3. Identify and describe current practices as a teacher/minister with its attending to assumptions, beliefs, theories and values.
4. Apply the process of design and assessment for Christian educational ministry.

Textbooks

Kolb Learning Style Inventory, LSI Workbook.

Linhart, Terry (Ed.). (2016). *Teaching the next generations: A comprehensive guide for teaching Christian formation.* Grand Rapids, MI: Baker Academic.

Newberg, Andrew, and Waldman, Mark. (2009). *How God changes your brain: Breakthrough findings from a leading*

Teaching Perspective Inventory (Free and will be done online).

Course Schedule

Week	Dates	Topics	Readings/Watchings/Inventory
Module 1: Brain Based Teaching and Learning			
1	January 8	Introduction; Finding your way around the brain and its implications for Teaching & Learning Ministry; Neuro-myths; S4S pre-survey	Skim read Kolb & Whishaw, chapter 3
2	January 15	The Neuroscience of Knowing God Guest: Rev. John Van Sloten	Watch 5 short videos by Sarah Lane Ritchie by clicking here
3	January 22	Brain Plasticity for Teaching & Learning: Implications for Ministry	Kolb & Whishaw, pp. 699-712; Cherry, How Experience Changes Brain Plasticity, click here
4	January 27 (1:00-3:45 PM; in room RE 146)	Memory and Emotions for Teaching and Learning: Implications for Ministry; Instructions for Discussion Forum	Kolb & Whishaw, pp.486-511; Optional Reading: How Our Brains Makes Memories, click here
5	February 5	Day-long Field Trip to the Canadian Centre for Behavioural Neuroscience Lab at the University of Lethbridge	Please sign forms beforehand
Module 2: Teaching Models			
6	February 12	Direct Instruction Model & Discussion; Learning Principles 1	Joyce, Weil & Calhoun, pp. 1-10; Linhart, pp. 229-238
7	February 19	No Class: Reading Week	
8	February 26	Nurturing Model & Self-Efficacy; Learning Principles 2	Potvin, pp. 9-13, 52-56, 109-112; Bandura article on Self-Efficacy
9	March 4	Shared Praxis Model; Kolb Learning Inventory; Learning Principles 3	Potvin, pp. 30-34, 80-84, 124-126; Linhart, pp. 86-99
10	March 11	Apprenticeship Model; Teaching Perspective Inventory; Learning Principles 4	Johnson & Pratt, pp. 83-103; Do Teaching Perspective Inventory (TPI), click here ; Watch TPI 4 videos click here
Module 3: Design and Assessment			
11	March 18	Backward Design for Teaching & Learning; Learning Objectives	Wiggins & McTighe, pp. 13-34
12	March 25	No Class: Ambrose Research Conference	
13	April 1	Assessment 1	Linhart, pp. 287-300
14	April 8	Assessment 2; student course evaluation; S4S post-survey	

Note: This course is part of the Science for Seminaries grant funded by American Association for the Advancement of Science/Templeton Foundation in consultation with the Association of Theological Schools. The project helps a diverse group of seminaries integrate science into their core curricula. The first 5 classes of this course will include discussions with a science advisor about explorations of science and faith in relation to teaching and learning. The goals of these sessions are to help students faithfully engage with science in their faith communities.

Requirements

Reading and Preparation before Class

Learners are expected to prepare before class by reading, watching, and reflecting/writing upon the required readings/watching assigned for the assigned session posted on Moodle (when applicable). They will also do the pre and post survey.

Book Review (15%)

There will be one book review. Carefully read *How God changes your brain: Breakthrough findings from a leading neuroscientist*. The book review should be no longer than 800 words (single space, 12 points). The book review is due on February 7th and the scoring rubric will be on Moodle (I have also placed a sample book review in Moodle). When writing the book review, you have three tasks:

1. You should tell ***what you think the writer was trying to say***. For example, “David Elkind said in several books that he thought we should allow children to have a childhood.” Another example, “Malcolm Gladwell seems to argue in *Outliers* that once people have worked for 10,000 hours at something, they get good.” Why did the writer write the book . . . to entertain, to expose, to explain, to correct a misperception, to recount, to convince the reader to change views, to protect? And for what audience did he or she write it? Hint: the audience question is often answered in the foreword and then confirmed or disconfirmed in the book.
2. Tell me ***how the writer went about making his or her case***. Stories? Argument? Facts, figures and tables? Humor? Humility/arrogance? Does the author move quickly or slowly? What kind of sentences, what level of writing . . . accessible, impenetrable? What are the author's assumptions and conclusions?
3. Tell me ***to what degree you think that author succeeded in his or her intended task*** . . . whether your readers should read the book or not (to be really blunt). If so, why? Does it have great writing, wit, illustrations, or importance, or is the author the sole person addressing the question, one who resolves several outstanding issues, or one with new, great insights, and so on? If you do not recommend it, why not? Giving your view – writing in your own voice – may be condemned in lots of academic writing but it is necessary in the review so please do it. And please don't think this job is done if you tip your hand in the opening sentence or make an explicit recommendation in the last few sentences . . . adjectives and adverbs are appropriate here as ways of embedding your judgments of the author's work throughout the review.

The three tasks, while inseparable, do sort of move in an order although not a lock-step order, starting with what the author said he/she set out to do or, if that is not clear, what you think they were trying to do. You weave together your précis of the contents with your own clear voiceover about how they go about it and also, more quietly, your own assessment of how well they do it. As you move toward the end, you state clearly as to whether you recommend it and to whom, likely while still making reference to the contents and approach. Please use APA format.

Discussion Forum (20%)

You will be assigned to a group. Your group will be assigned to an online **Discussion Forum** in Moodle. Your group will be required to do four forums during the course on the following:

- Week of February 3- Direct Instruction Model (Post on Thurs Feb 6th by 6pm MST and Rebuttal by Sat Feb 8th by 6pm MST; Readings: Joyce, Weil & Calhoun, pp. 1-10)
- Week of February 17- Nurturing Model (Post on Thurs Feb 20th by 6pm MST and Rebuttal by Sat Feb 22nd by 6pm MST; Readings: Potvin, pp. 9-13, 52-56, 109-112)
- Week of February 24- Shared Praxis Model (Post on Thurs Feb 27th by 6pm MST and Rebuttal by Sat Feb 29th by 6pm MST; Readings: Potvin, pp. 30-34, 80-84, 124-126)
- Week of March 2- Apprenticeship Model (Post on Thurs Mar 5 by 6pm MST and Rebuttal by Sat Mar 7th by 6pm MST; Readings: Johnson & Pratt, pp. 83-103)

For each learning discussion forum week, 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 model for the week:

1. **Your current/past 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?
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 Thursday 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 Thursday (using the shared praxis six movements) by 6:00pm (MST) and rebuttal by Saturday by 6:00pm (MST) (before you start the first rebuttal you should read *Soliciting Feedback and Praise* found on Moodle and the Netiquette Guidelines) for the teaching model for that week (**rebuttal to at least two people in your 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. 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. The scoring rubric for the Discussion Forum will be on Moodle.

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 "R U" 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.

Formative Assessment (5%)

From time to time during the course, there will be pop quizzes, short opinion pieces, worksheets to be submitted during or after a class, short exercises, and so on that will assess knowledge and engagement with the course materials. Be prepared to engage with the course knowledge!

Concept Paper on Faith and Science (30%)

You will identify **one 'big'** concept in the area of faith and science you would like to see taught with a particular age group in a ministry setting. Your choice of concept is based on what is most important to you as it relates to faith and science e.g. relationship between faith and science, creation and evolution, brain and Holy Spirit, science and spiritual disciplines, and so on. The instructor must approve the concept (get approval as soon as possible). 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. The choice of concept is up to you and you must write about one concept only. Again, check with the instructor about the concept.

In no more than 5 pages (maximum; one page per model, single spaced, you are asked to describe how you would 'teach' the concept using the teaching models. The paper will be written in first person. Each section (four 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 organized, what resources or equipment will be used). I have posted a sample on Moodle. The assessment rubric will be posted on Moodle. The **due date for this assignment is March 11th**.

Course/Program Design (30%)

Each student will design at least a 10 to 15-page course or program for possible use in their church/institution (25%). 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 by April 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/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.

The course/program design is not a research paper and the use of images, diagrams, tables, bullet points, and so on is encouraged so that it has a professional look to it. Use any font size, single or double space. There is a sample and scoring rubric in Moodle.

As a way to measure progress and receive feedback from 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—**this will be submitted by March 20th** (5%, submit to Moodle peer feedback from another learner and the feedback that you have given to the other learner in one Word file). Choose your peer early in the course.

Attendance

Learners are expected to attend all classes consistently and punctually and participate in all discussion forums. Unexcused absences will negatively affect not only your comprehension of course content but also your grade. If you miss a class, 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. There is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing 1 class.
- 10% deduction off final grade for missing 2 classes.
- 15% deduction off final grade for missing 3 classes.
- Automatic fail for missing 4 or more classes.

Grade Summary

The available letters for course grades are as follows:

A+	96-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	91-95%	
A-	87-90%	
B+	78-86%	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.

Submission of Assignments

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, 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.

Ambrose University Academic 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. 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.