E210 Principles of Teaching (3 credits)

Prerequisites: none

January 12-16, 2015
Winter Internship Module 2
Monday – Friday, 9:00am – 4:00pm

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Therefore go and make disciples,...teaching them everything I have commanded you.
– Matt. 28:20

Learning happens when someone wants to learn, not when someone wants to teach.
– Roger Schank

Course Description
The purpose of this course is to increase the student’s competencies for teaching within the context of the local church. Students will discuss, visualize, and practice essential philosophies, methods, and models for faithful Christian teaching.

Learning Outcomes
Upon completion of this course the student will be able to:
1. Express an analytical understanding of the biblical purpose of the teaching gift in relation to the missional and educational task of the church.
2. Demonstrate logical interaction with world and educational philosophies and learning/instructional theories.
3. Design teaching strategies within various theoretical approaches for delivery in a teaching situation.
4. Appraise other teachers for the purpose of discerning approaches that will improve their own teaching ministry.
5. Formulate a thorough lesson plan for use in a setting relevant to their current context.

Learning Objectives
In order to achieve the stated outcomes, students should be able to:

Cognitive (Knowledge, information processing)
• Predict a best approach to take when teaching to different sized audiences.
• Decide between choices of teaching methodology according to learning goals.
• Prepare a lesson plan with due attention to content and methodology.

Affective (Values, convictions)
• Approach the teaching responsibility with confidence about the match of spiritual gifts and role.
• Identify himself or herself within the clear biblical mission of teaching Christ’s followers as mandated in Matthew 28.
• Envision a new level of personal effectiveness in teaching and higher levels of maturity in Christ for those whom they instruct.

Conative (Skills/Application)
• Maintain the attention of others through engaging methods and content.
• Draw out participation of others in the learning process (Prov. 20:5)
• Make appropriate use of some basic teaching aids (e.g., technology, props, illustrations, etc.) in conjunction with learning goals.

Relationship to Horizon’s mission, student learning outcomes, and program objectives:
Two of Horizon’s competencies for student learning apply to this course: skilled communicator and disciple maker. Contexts necessary for faithful teaching include students’ church contributions as well as family life and leadership situations. Students can be assured of discovering insights that will assist them in communicating biblical truth within a trustworthy path of learning.

Required Readings:

Course Assignments and Evaluation:
A. Assignments
1. Guided Reading log. Students will read both of the assigned textbooks and follow the set of guidelines for response, which are provided on Populi. The learning objective of this assignment is to identify and reflect upon key concepts, methods, and strategies that will influence a personal approach to teaching. Overall, students must ensure they are referencing the textbooks in their comments as they integrate the material into their reading log. This assignment must be a maximum of 12 pages.

    Value: 20%

    Date due: January 23, 2015
2. **In Class experimentation.** Students will practice the preparation and delivery of a lesson plan during the latter portion of the week. Topics and teaching approaches will be determined during the early portion of the week. Students should choose a familiar topic or passage of Scripture so they do not have to research content, instead they can concentrate on applying principles of instructional design. Please aim to present for 15-20 minutes, then allow for some debriefing and feedback from the class.

   Value: 10%
   Date due: January 11-12, 2015

3. **Self-assessment:** Students will complete the supplied self-assessment tool, “What is my Philosophy of Education” during Module week and share results for discussion in class. A follow up paper will report on the results with personal reflections related to the course’s content. The learning objective of this assignment is to refine key concepts and convictions that will guide their personal approach to teaching. The paper should be maximum 5 pages including references as needed.

   Value: 10%
   Date due: February 6, 2015

4. **Teacher observation report:** Choose a setting (e.g. church service, youth group, children’s ministry, K-12, etc.) that allows you to witness firsthand and describe methods used by this practitioner and his/her sources for continued professional development as a teacher. Identify your choice of teacher by asking your peers, pastors, college personnel, or district contacts for nominations on which teachers or pastors are considered best practitioners. Setup an appointment to both observe and interview your choice of teacher. Your report should comment on strategies, processes, and techniques which you believe to be related to their teaching effectiveness. The observation report should include an introduction and background of the educator you selected, as well as a description of your setting of observation and a conclusion/summary. Be sure to connect your conclusions to appropriate principles from our course readings. We will review initial plans for this assignment during the modular week. There is some flexibility allowed with this assignment depending on your location, accessibility of participants, etc. The paper should be maximum 5-7 pages including references as needed.

   Value: 20%
   Date due: February 15, 2015

5. **Final lesson plan.** A thorough lesson plan on a topic of their choice. The plan must include both the outline of teaching content and a simultaneous commentary explaining the teaching philosophy and methodology as well as any pertinent resources for recipients of the lesson. This plan should be maximum 8-10 pages and reference a minimum of 8 sources in the bibliography.
B. Time Investment and Value

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<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Value</th>
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<tbody>
<tr>
<td>In class time</td>
<td>30 hrs</td>
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<tr>
<td>Readings</td>
<td>24 hrs</td>
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<td>Reading Log</td>
<td>15 hrs</td>
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<tr>
<td>In-class experimentation</td>
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<td>Self-assessment</td>
<td>3 hrs</td>
<td>10%</td>
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<tr>
<td>Teacher Observation Report</td>
<td>15 hrs</td>
<td>20%</td>
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<tr>
<td>Final Lesson plan</td>
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<td><strong>Total</strong></td>
<td><strong>105 hrs</strong></td>
<td><strong>25%</strong></td>
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Course Outline:

UNIT I – CHRISTIAN TEACHING BEGINS WITH SOUND THEOLOGY
- Topics include biblical foundations, developing worldview and maturity, distinctives of theological education, and the biblical metaphors of teachers.

UNIT II – DIFFERENT PHILOSOPHICAL STARTING POINTS LEAD TO VARYING TEACHING PRACTICES
- Topics include the relationship of philosophy to education (i.e., why philosophy matters), an overview of educational philosophies, examining the four major orientations to teaching and learning, and the learning styles debate.

UNIT IV – SET UP TARGETS FOR TEACHING
- Topics include the various setting of Christian education, organizing a curriculum and teaching plan, the benefits of active learning targets, and designing learning around cognitive processes.

UNIT V – GOOD METHODS MAKE FOR A WIN/WIN
- Topics include an examination of common teaching methods, ensuring age appropriate focus, and methods for lesson planning.

Assessment/Grading
Horizon’s grading is criterion-based with direct connections to the stated learning outcomes, which is in keeping with a competency-based education (CBE) approach. Since competency is the focus of assessment, students will receive feedback on demonstrated ability. Assessments should include feedback on specific elements of the competencies with commendations and suggestions for improvement. However, for transferability purposes the final grade for the course will include a U of S equivalency letter or percentage grade.
Bibilography


Saskatchewan Post-Secondary Education and Skills Training (2002). *Basic education redesign: Phase 1: Planning and foundations*. Saskatoon, SK.


