



PROVIDENCE
— EST. 1972 —
THEOLOGICAL SEMINARY

EM 5103 Principles of Teaching and Learning

3 credits. Prerequisites: none

January 11 – 15, 2016

Monday – Friday, 9:00am – 4:00pm

Rev. Rob Lindemann, EdD (cand.)

rlindemann@horizon.edu

www.horizon.edu

Course Description

The purpose of this course is to increase the student's knowledge and skills in teaching within the context of local church and para-church ministry. Students will discuss, envision, and practice several essential philosophies, methods, and models for Christian teaching.

Note: This syllabus is oriented towards the module class format. If you intend to take this course entirely by Distance Education, register accordingly and contact Prof. Lindemann to adjust the assignments as necessary.

Relationship to Horizon's Mission and Core Competencies

The ability to teach reliable content in an effective manner applies to church contexts as well as family life and other leadership situations. This course aims to equip students with concepts and tools that will assist them in communicating biblical truth within a trustworthy path of learning. Therefore, following areas of competency development apply to this course:

- *Biblically and Theologically Literate* – applies God's Word carefully in order to uphold the Christian faith and discern unsound teachings.
- *Disciple Maker* – a faithful and effective witness for Jesus Christ, demonstrates global awareness and missionary needs, able to mentor others to become competent kingdom leaders.
- *Skilled Communicator* – conveys ideas and direction to individuals and groups using verbal, written, and electronic means.

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 mission of the church. (Biblically and Theologically Literate)
2. Demonstrate logical interaction with world philosophies, educational philosophies, and learning/instructional theories. (Skilled Communicator)
3. Design teaching strategies within various theoretical approaches for delivery in a teaching situation. (Skilled Communicator, Disciple Maker)
4. Appraise a best practitioner during an actual teaching session, discerning approaches that will improve their own teaching ministry. (Skilled Communicator, Disciple Maker)
5. Formulate a thorough lesson plan for use in a setting relevant to their current context. (Biblically and Theologically Literate, Skilled Communicator, Disciple Maker)

Required Readings:

Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Cambridge, MS: Judson Press, 1998

Wilhoit, James C. and Leland Ryken, *Effective Bible Teaching*, Grand Rapids, MI: Baker Books, 2012

Articles on Populi:

Lindemann, Rob. "Pedagogy for Christian Worldview Formation." *Biblical Higher Education Journal* (Winter 2012)

Bulger, Sean M., Derek J. Mohr, and Richard T. Walls. "Stack the Deck in Favor of Your Students by Using the Four Aces of Effective Teaching." *Journal of Effective Teaching* 5:2 (2002)

Note: Populi is the online course management system that Horizon uses. With your Horizon student ID you can access the Populi site for this course.

Articles to Choose:

Choose one article of interest from Volume 10, 11, or 12 of the [Christian Education Journal](#) to include in the Interactive Reading Guide assignment. The volumes are on hold in the A. C. Schindel Library at Horizon. The themes are as follows:

- **Volume 12**
 - Issue 2: [Fall 2015, Curriculum Issues in Christian Education](#)
 - Issue 1: [Spring 2015, Research on Effective Pedagogy](#)
- **Volume 11**
 - Issue 2: [Fall 2014, Historical Movements and Models](#)
 - Issue 1: [Spring 2014, Small Group Ministries](#)
- **Volume 10**
 - Issue 2: [Fall 2013, Transformational Teaching and Learning](#)
 - Issue 1: [Spring 2013, Technological Innovation & Educational Ministry](#)

Note: If you are taking this course off-campus (e.g., by Distance Education or by videoconference), contact the Horizon Librarian for arrangements to access the readings.

Course Assignments and Evaluation:

1. *Interactive Reading Guide* (see Learning Outcomes 1 & 2). Students will read both of the assigned textbooks and supplied articles then follow the interactive reading guide found on the Populi page for this course. Respond to each question in order and please include the question number or a summary heading. The learning objective of this assignment is to identify and reflect upon key concepts that will influence a personal philosophy and approach to teaching. Overall, students must ensure they are referencing the textbooks in their comments, which demonstrates a grasp of the content and integration with their own views. This assignment should be a **maximum of 12 pages. Value: 15%. Date due:**

2. *In Class experimentation* (see Learning Outcomes 2 & 3). Students will practice the preparation and delivery of a lesson plan during the latter portion of the week. Topics will be discussed during the early portion of the week. Students will meet with the instructor to discuss an appropriate approach to the lesson and receive coaching prior to delivery. The experimentations will use various teaching contexts: e.g., online, Bible study or topical discussion, lecture/monologue w/ questions, etc. Full class participation is expected in giving feedback to the presents. **Value: 15% Date due:**

3. *Self-assessment* (see Learning Outcome 2). 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:**

4. *Teacher observation report* (see Learning Outcome 4). 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 contain:
 - a. An introduction and background of the educator you selected as well as a description of the setting of the observation.

- b. Description of the strategies, philosophies, and techniques which you believe to be related to their teaching effectiveness.
- c. Connections to the course readings and classroom discussions. Point out where you saw theory in action and, if necessary, approaches to teaching that were not mentioned in our readings or classroom material.

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 pages** including references as needed.

Value: 30% Date due:

5. *Final lesson plan* (see Learning Outcome 5). A thorough lesson plan on a topic of their choice. The plan must include both the outline of teaching content, a description of a specific teaching method (from Galindo or Wilhoit), 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. **Value: 30% Date due:**

Time Investment and Value

In class time	30 hrs	
Readings	30 hrs	
Interactive Reading Guide	25 hrs	15%
In-class experimentation	5 hrs	15%
Self Assessment	7 hrs	10%
Teacher Observation Report	15 hrs	30%
Final Lesson plan	<u>15 hrs</u>	30%
Total =	125 hrs	

Class Schedule – Course Outline

Monday	<p>UNIT I – CHRISTIAN TEACHING BEGINS WITH SOUND THEOLOGY</p> <ul style="list-style-type: none"> A. Biblical Theology: The Spiritual Gift and Role of Teaching B. The Relationship of Theology to Education C. Teaching for Christian Worldview and Spiritual Maturity D. The Role of the Teacher: Metaphors We Teach By
Tuesday	<p>UNIT II – FOLLOW THE TRUSTWORTHY PATH OF LEARNING</p> <ul style="list-style-type: none"> A. The Relationship of Philosophy to Education: Why Philosophy Matters B. Overview of Educational Philosophies

	<ul style="list-style-type: none"> C. Four Orientations to Teaching and Learning D. Self Assessment tool E. The Learning Styles Debate
Wednesday	UNIT III – SET UP TARGETS FOR TEACHING <ul style="list-style-type: none"> A. Reviewing lesson plans B. Writing Instructional Objectives C. Active Learning Targets D. Faith and Worldview Development Targets E. Hermeneutical Targets F. Preparing active learning experiment
Thursday	UNIT IV – ACTIVE LEARNING EXPERIMENTATION <ul style="list-style-type: none"> A. Student Presentations and feedback
Friday	UNIT IV – continued

General Assignment Guidelines

Please see the Horizon College and Seminary Format Guide (click [here](#)) for assignment submission and formatting guidelines as well as policies for late assignments, extensions, and rescheduling of exams.

Academic Honesty

Horizon College and Seminary uses the following definition of plagiarism from the University of Saskatchewan: Plagiarism is “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for [examples of plagiarism](#) and further guidelines in the Student Handbook, p. 40.

Disability Services Information

If you have specific physical or mental health conditions or learning disabilities that require accommodations, please contact the Student Services department as early as possible so that your learning and/or physical needs can be met appropriately. You will need to provide current documentation of your disability or condition. For more information, please contact Sonia Estrada at sestrada@horizon.edu.

Assessment/Grading

Grading for graduate-level courses is based on the following scale approved by Providence Theological Seminary:

	College	Seminary
A+	97-100	97-100
A	94-96	93-96
A-	90-93	90-92
B+	87-89	87-89
B	84-86	83-86
B-	80-83	80-82
C+	73-79	77-79
C	67-72	73-76
C-	60-66	70-72
D+	57-59	67-69
D	54-56	63-66
D-	50-53	60-62
F	Below 50	Below 60

Bibliography

- Abshier, R. G. (2006). *Classical Christian education: Developing a biblical worldview in the 21st century*. Unpublished master's thesis, Reformed Theological Seminary, Jackson, MI. Retrieved from http://www.tren.com/e-docs/search_w_preview.cfm?p083-0043 Theological Research Exchange Network database.
- Anthony, M. J. & Benson, W. (2003). *Exploring the history and philosophy of Christian education: Principles for the twenty-first century*. Grand Rapids, MI: Kregel Academic & Professional
- Armstrong, D. & McMahon, B. (2000, September). Transformational pedagogy: Practitioners' perspectives. Paper presented at the 5th Annual Values and Educational Leadership Conference, Bridgetown, Barbados.
- Badley, K. & Van Brummelen, H. (2012). *Metaphors We Teach By: How Metaphors Shape What We Do in Classrooms*. Wipf and Stock Publishers.
- Brickhill, C. E. (2010). *A comparative analysis of factors influencing the development of a biblical worldview in Christian middle-school students*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. Retrieved from <http://digitalcommons.liberty.edu/doctoral/370/>
- Cohen, L. M. & J. Gelbrich. (1999). "Task 4: What is My Philosophy of Education?" Retrieved December 5, 2012, from <http://oregonstate.edu/instruct/ed416/Task4.html>.
- Collier, J., & Dowson, M. (2008). Beyond transmissional pedagogies in Christian education: One school's recasting of values education. *Journal of Research on Christian Education*, 17(2), 199-216.

- Danaher, W. (2009). Reconstructing christian ethics: Exploring constructivist practices for teaching Christian ethics in the masters of divinity curriculum. *Teaching Theology and Religion* 12(2), 101-108.
- Dunaway, J. M. (2005). *Gladly learn, gladly teach: Living out one's calling in the twenty-first century academy*. Macon, GA: Mercer University Press
- Estep, J. R., Anthony, M. J., & Allison, G. R. (2008). *A theology for Christian education*. Nashville, TN: B & H Publishing Group.
- Foster, C. R., Dahill, L. E., Golemon, L. A. and Wang Tolentino, B. (2006). *Educating clergy: Teaching practices and pastoral imagination*. San Francisco, CA: Jossey Bass.
- Fowler, J. (1981). *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. HarperOne.
- Fyock, J. A. (2008). *The effect of teacher's worldviews on the worldviews of high school seniors*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
Retrieved from
<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1113&context=doctoral>
- Galindo, Israel. (1998). *The Craft of Christian Teaching: Essentials for Becoming A Very Good Teacher*. Valley Forge, PA: Judson Press,
- Galindo, I., & Canaday, M. (2010). *Planning for Christian education formation*. Saint Louis, MO: Chalice Press.
- Glanzer, P., & Talbert, T. (2005). The impact and implications of faith or worldviews in the classroom. *Journal of Research in Character Education*, 3(1), 25-42.
- Guttek, G. L. (2004). *Philosophical and ideological voices in education*. Boston, MS: Pearson.
- Habermas, R. (2001). *Teaching for reconciliation: Foundations and practice of Christian educational ministry (Revised 10th Anniversary ed.)*. Eugene, OR: Wipf & Stock Publishers.
- Kanitz, L. (2005). Improving Christian Worldview Pedagogy: Going Beyond Mere Christianity. *Christian Higher Education*, 4(2), 99-108.
- Knight, G. (2006). *Philosophy and education: An introduction in Christian perspective*. Berrien Springs, MI, Andrews University Press, 4th edition
- Knowles, Malcolm, E.F. Holton and R. A. Swanson (2005). *The adult learner, sixth edition*. Butterworth Heinemann publishers.
- Kolb, David A., (1984). *Experiential Learning*, Prentice Hall, New Jersey
LeBar, L. (1998). *Education that is Christian*. Westwood, NJ: C. Cook.
- McCarthy, B. & McCarthy, D. (2005). *Teaching Around the 4MAT® Cycle: Designing Instruction for Diverse Learners with Diverse Learning Styles*. Corwin.
- McKeachie, W. (1994). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 9th ed. Toronto, ON: D. C. Heath and Company.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide*, 3rd ed.. (San Francisco, CA: Jossey-Bass.

- Ogden, Greg. *Transforming Discipleship: Making Disciples A Few At A Time*. Downers Grove, ILL: InterVarsity Press, 2003.
- Pazmiño, R. W. (1997). *Foundational issues in Christian education (2nd ed.)*. Grand Rapids, MI: Baker.
- Richards, Larry. (1998). *Creative Bible Teaching*. Moody Publishers.
- Saskatchewan Post-Secondary Education and Skills Training (2002). *Basic education redesign: Phase 1: Planning and foundations*. Saskatoon, SK.
- Schutte, K. J. (2008). Fostering an integrated life of purpose in Christian higher education. *Christian Higher Education* 7(5), 414-433.
- Setran, D. P., Wilhoit, J. C., Ratcliff, D., Haase, D. T., & Rozema, L. (2010). Spiritual formation goes to college: Class-related “soul projects” in Christian higher education. *Christian Education Journal, Series 3*, 7(2), 401-422.
- Seymour, J. L. (2004). The Clue to Christian Religious Education: Uniting Theology and Education, 1950 to the Present. *Religious Education*, 99(3). 272-286.
- Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.
- Smithwick, D. J. (2004). *The PEERS booklet analysis package*. Lexington, KY: Nehemiah Institute.
- Taylor, E. W. (2008). Transformative learning theory. In Merriam, S. B. (Ed.), *Third update on adult learning theory* (pp. 5-16). San Francisco, CA: Jossey-Bass Publishers.
- Walls, R. (1999) *Psychological Foundations of Learning*. Morgantown, WV: WVU International Center for Disability Information.
- Ward, T. (1992). Facing Educational Issues. In E. S. Gibbs (Ed.), *A reader in Christian education foundations and basic perspectives*. Grand Rapids, MI: Baker Book House.
- Westerhoff, J. (1979). Discipline in Crisis. *Religious Education*, 74(1), 7-15.
- White, R. (2001). Philosophy of education. In M. J. Anthony, W. S. Benson, D. Eldridge & J. Gorman (Eds.), *Evangelical dictionary of Christian education*. Grand Rapids, MI: Baker Academic.
- Wilhoit, James C. and Leland Ryken. (2012). *Effective Bible Teaching*, Grand Rapids, MI: Baker Books.
- Wilkinson, Bruce (ed). (2005). *Almost Every Answer for Practically Any Teacher*. Sisters, OR: Multnomah Books.
- Wilson, Paul Scott. (1999). *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville, TN: Abingdon Press,
- Wlodkowski R. (2008). *Enhancing adult motivation to learn, third edition*. Jossey-Bass publishers.
- Yount, W. R. (2010). *Created to learn: A Christian teacher's introduction to educational psychology (2nd ed.)*. Nashville, TN: B&H Academic.