



G360 Technology and Communication in Ministry

3 credits. Prerequisites: G209 Communication Skills.

Mississauga Campus Livestream Video on Demand

March 9 – April 17, 2026

Term D

Monday and Wednesday, 10am – 1pm ET
(8am-11am SK)

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Please note: This course has a reading assignment due at the beginning of the second class (March 11, 2026). It is strongly recommended that you do the reading before class begins!

Course Goals

Course Description

This course provides foundational instruction in the use of digital and electronic technology for communication in ministry. Students will learn essential information and develop practical skills through hands-on learning for effective use of technology, especially in the areas of sound reinforcement, lighting, projection, graphic design, social media, and video production. Ethical and philosophical issues related to the influence of technology in culture and the church will also be discussed.

Relationship to Horizon and MCS's Missions

Some churches use technology well; some do not. Many use it simply because it is done by other churches or because it is common in western culture. This is an issue of Contextual Awareness and Skilled Communication. Rarely do questions around theological and philosophical implications of the power of technology arise. For example, the screen increasingly functions as a primary epistemological source in Western society, eclipsing “hard copy” print (i.e., books). What does this mean for faith that has held a book as a central epistemological source for several centuries? During this course, we will discuss the importance of the influence of technology (and its cousin technique) in culture and the church. We will also spend significant time learning about the actual use of technologies for communication in ministry. There will also be time for hands-on learning about how to use these technologies. This course will not only provide practical skill in using key technologies but will also build a framework for care in using these technologies in ministry.

Core Competencies and Learning Outcomes



To demonstrate competency in *Contextual Awareness* students will

1. Develop a philosophy for the use of technology in ministry in Christian community.
 - *Assessment:* Reading and Reflection; Philosophy of Technology



To demonstrate competency in *Skills Communication* students will

2. Compose an invitational and concise handout for staff/volunteers to introduce them to the Planning Centre application
 - *Assessment:* Planning Centre Basic Operational Outline
3. Become familiar with the basic theory and practice as it relates to set up and operation of a medium-sized sound system and demonstrate the ability to train others in this.
 - *Assessment:* Sound Board Operating Manual
4. Demonstrate competence with the basics of the following: PowerPoint, ProPresenter, lighting, graphic design, web design, or video production.
 - *Assessment:* Verbal Quizzes; Philosophy of Technology

Course Work

Required Readings

Hipps, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel and Church*. Grand Rapids, MI: Zondervan, 2005. ISBN: 978-0310262749.
DTL: <https://thedtl.on.worldcat.org/oclc/61453901>.

Articles provided by the professor

Recommended Reading

Heidebrecht, Paul C. *Beyond the Cutting Edge?: Yoder, Technology, and the Practices of the Church*. Eugene, OR: Wipf & Stock, 2014.

Kim, Jay and Scot McKnight. *Analog Church: Why We Need Real People, Places, and Things In The Digital Age*. Westmont, IL: InterVarsity, 2020.

Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. New York, NY: Alfred A. Knopf, 1992.

Sample, Tex. *The Spectacle of Worship In A Wired World: Electronic Culture and The Gathered People Of God*. Nashville, TN: Abingdon, 1998.

****While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.**

Course Assignments and Activities

1. *Reading and Reflection* – 15%.

Students will thoroughly read the course textbook (Hipps). After completing the reading, students will write a 2 to 3-page (500-600 words) reflection paper on this book. In this paper, the student should highlight key ideas in the book and discuss how the material relates to your current church ministry context. Please refer specifically to the text and reference appropriately. Use a minimum of 8 references. Please use footnotes and include a bibliography.

Chapters 1-5 will be read by **March 11 at 10am** and Chapters 6 - Epilogue will be read by **March 18** (the written assignment is also due on March 18). Please include a statement on the title page that you have read the required sections of the book by the due date/time.

- Related learning outcome(s): #1.
- **Assignment length:** 2-3 pages (500-600 words).
- **Due date:**
 - Read Chapters 1 – 5 by March 11 at 10am.
 - Read Chapters 6 – Epilogue and submit the written assignment by March 18 at 10am ET.

2. *Verbal Quizzes* – 10%.

During the course there will be opportunity for verbal quizzes related to the material below. These will be in the form of a question or an invitation for students to rephrase teaching around the particular area of study. They will be assessed by the instructor based on quality of response at the time.

- a) **Lighting and a lighting board:** including basic set-up for all the components of the lighting equipment in the context of the controller
- b) **Video/Streaming:** principles and techniques
- c) **Website design:** includes graphic design principles as well as clear navigation
- d) **Other** class material as it happens

VOD Students will be given questions to which they must respond under the Padlet column “Verbal Quizzes for VOD Students.” Please visit Padlet for more information.

- Related learning outcome(s): #4.
- **Due date:** numerous times during the term.

3. *Sound Board Operating Manual* – 25%

Write a 4-8-page (including title page) set-up and operating manual for the sound board in your church or the sound console in the Horizon or MCS chapel. The length will vary depending on the complexity of the system and environment. The manual should include basic set-up for all the components of the sound equipment in the context of the mixer and the specific environment. This manual should be sufficient in complexity (and simplicity) to teach an inexperienced person how to operate the equipment. All basic elements of the equipment should be addressed. Graphic components (pictures) are expected. Students may substitute a comparable soundboard that exists in their ministry context, with approval of the instructor.

The Title Page of the Manual should be comparable to a cover of a real-life manual. Please include your name and date on the title page (check the sample manual on Populi to see what a good manual looks like).

Some class time will be given to work on this project. *Note:* for this assignment only, please submit the project as a PDF file. This will help ensure that graphic elements are as you intended.

- Related learning outcome(s): #3.
- **Assignment length:** 4-8 pages.
- **Due date:** March 30, 2026 by 11:59pm ET.

4. *Planning Centre Basic Operational Outline*– 15%.

Prepare a handout that can be used as a training session with your production/music/vocal teams that includes basic operational instructions to navigate the application (web-based or on smartphone).

- Related learning outcome(s): #2.
- **Assignment length:** 1 page.
- **Due date:** April 3, 2026 by 11:59pm ET.

5. *Philosophy of Technology* – 35%.

Students will prepare a short research paper developing a philosophy of the use of technology for church ministry. This paper will include a short section (2-3 paragraphs) on social media. A related PowerPoint (or Keynote) presentation will accompany the assignment submission. Opportunities and cautions should be addressed considering the course textbook, course material plus a minimum of four other sources. This paper will be 4-5 pages (1,000 – 1,250 words) in length. The PowerPoint will be 8-10 slides. The PowerPoint must demonstrate good graphic design and use various tasteful animation components as discussed in class. Please use footnotes and include a bibliography with the paper.

Research: Sources must include the course textbook, at least one source from the Recommended Reading section of the syllabus, at least one source from the course Bibliography, the lecture material, and at least two other scholarly sources. You may also use related websites.

Please submit the PowerPoint presentation (or Keynote) as a PowerPoint file on Populi with your paper.

Please include the following components in your paper:

- A clearly stated philosophy (purpose, aims, and foundational principles) of technology including aspects that are unique to the church as compared to normal cultural applications (example: the difference between concert lighting and lighting for church gathering).
- Identify quality components for effective use of technology in ministry.
- Identify three major digital means of communication in use today; include a brief description of the format and purpose of each media and relative advantages and disadvantages of each form.
- Identify possible pastoral concerns related to the use of technology ministry.

- A 2 to 3 paragraph section discussing current use and pastoral implications for social media in ministry.
- A minimum of 10 references to the required sources in addition to any reference to course or other material.
- Related learning outcome(s): #1, 4.
- **Assignment length:** 4-5 pages (1000-1250 words), 8-10 PowerPoint slides.
- **Due date:** April 10, 2026 by 11:59pm ET

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* and different assignment due dates as in-class students.
 - Reading and Reflection due March 11 and 18 (*same*)
 - Verbal Quizzes due on Padlet as assigned
 - Sound Board Operating Manual due April 5
 - Planning Centre Outline due April 6
 - Philosophy of Technology due April 10 (*same*)
- By Saturday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes according to the schedule below:
 - March 9 & 11 Lectures and Report: due March 14 at 11:59PM.
 - March 16 & 18 Lectures and Report: due March 21 at 11:59PM.
 - March 23 & 25 Lectures and Report: due March 28 at 11:59PM.
 - March 30 & April 1 Lectures and Report: due April 4 at 11:59PM.
 - April 6 & 8 Lectures and Report: due April 11 at 11:59PM.
- VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Reading and Reflection	12 hrs	March 11, 18	15%
2. Verbal Quizzes	In class	Numerous	10%
3. Sound Board Operating Manual	13 hrs	March 30	25%
4. Planning Centre Outline	5 hrs	April 3	15%
5. Philosophy of Technology	30 hrs	April 10	35%

Total =	90 hrs	
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All assignments are due at 11:59pm **ET**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

- Introduce the course, Syllabus, Course objectives
- Defining Technology Reflection on Postman, Schultze, Sample and others
- Philosophy of Technology
- Sound Reinforcement for ministry contexts
- Lighting for ministry contexts
- Graphic Design Principles
- Projection/PowerPoint/ProPresenter
- Web presence/streaming/video, Social Media
- Team Organization tools and scope
- The use of AI in ministry
- Review philosophical issues in technology and assignments
- **Special Guests:** We will involve guests who have expertise in specific areas the courses addresses.
- **Revision week is April 13-17, 2026** Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **April 17, 2026**.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades.

Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the

Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

***Sources from the Recommended Reading list are in bold.**

Armytage, W.H.G. *The Rise of The Technocrats*. London: Routledge and Kegan Paul, 1965.

Ashlin-Mayo, Bryce. *Age of Kings: Pursuing God's Heart in a Social Media World*. Incipio sermo Press, 2018.

Benedetti, Paul and Nancy De Hart, Eds., *On McLuhan*. Scarborough, ON: Prentice Hall, 1997.

Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology*. Grand Rapids, MI: Baker, 2003.

Conway, Ruth. *Choices At The Heart Of Technology*. Harrisburg, PA: Trinity Press, 1999.

Cunningham, Glen. *Stage Lighting Revealed*. Cincinnati, OH: Betterway Books, 1993.

Davis, Gary, and Ralph Jones. *Sound Reinforcement Handbook*. Milwaukee, WI: Hal Leonard Pub., 1989.

De Kerckhove, Derrick. *The Skin of Culture*. Toronto, ON: Somerville House Pub., 1995.

Detweiler, Craig. *Selfies: Searching for the Image of God in a Digital Age*. Grand Rapids, MI: Brazos, 2018.

Eason, Tim. *Media Ministry Made Easy: A Practical Guide to Visual Communication*. Nashville, TN: Abingdon, 2003.

Ellul, Jaques. *The Technological Society*. New York: Vintage Books, 1964.

_____. *The Technological Bluff*. Grand Rapids, MI: W.B. Eerdmans, 1990.

Gould, Meredith. *The Social Media Gospel: Sharing the Good News in New Ways*. Collegeville, MN: Liturgical Press, 2015.

Groothuis, Douglas. *The Soul in Cyber-Space*. Grand Rapids, MI: Baker Books, 1997.

***Heidebrecht, Paul C. *Beyond the Cutting Edge?: Yoder, Technology, and the Practices of the Church*. Eugene, OR: Wipf & Stock, 2014.**

Hipps, Shane. *The Hidden Power of Electronic Culture: How Media Shapes Faith, the Gospel and Church*. Grand Rapids, MI: Zondervan, 2005.

***Kim, Jay and Scot McKnight. *Analog Church: Why We Need Real People, Places, and Things In The Digital Age*. Westmont, IL: InterVarsity, 2020.**

McLaren, Peter, Rhonda Hammer, David Scholle, Susan Reilly. *Rethinking Media Literacy*. New York, NY: Peter Lang Pub., 1995.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. New York, NY: McGraw Hill, 1964.

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Romanowski, William. *Pop Culture Wars*. Downers Grove IL: InterVarsity Press, 1996.

***Sample, Tex. *The Spectacle of Worship In A Wired World: Electronic Culture and the Gathered People of God*. Nashville, TN: Abingdon Press, 1998.**

Schultze, Quentin J. et. Al. *Dancing In The Dark*. Grand Rapids, MI: W. B. Eerdmans Pub., 1991.

Slaughter, Michael. *Out On The Edge: A Wake-Up Call For Church Leaders On The Edge Of The Media Reformation*. Nashville TN: Abingdon, 1998.

White, Susan. *Christian Worship and Technological Change*. Nashville, TN: Abingdon Press, 1994.

Wilson, Len and Jason Moore. *The Wired Church 2.0*. Nashville, TN: Abingdon, 2008.

Wilson, Len and Jason Moore. *Digital Storytellers: The Art of Communicating The Gospel in Worship*. Nashville, TN: Abingdon Press, 2002.

Wilson, Walter. *The Internet Church*. Nashville, TN: Word Pub., 2000.