

BRIERCREST

CM 626 Teaching and Learning Spring 2020

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Course Dates: May 25-29, 2020

3 Credit Hours

COURSE DESCRIPTION

This course provides a vision for Christian Education in the life and mission of the church and seeks to understand some of its major challenges today. Drawing from key passages in scripture and the wider field of educational theory, learners will develop a biblical theology for CE, be familiar with some key pedagogical theorists, reflect on the character of the teacher, study Jesus' model of teaching, experiment with and evaluate different creative teaching approaches. The goal is to build strong theological and educational foundations for effective CE and discipleship in church and mission.

COURSE INTEGRATION

"Faith, hope, and love are not just potential homily topics; they make claims on our practices" David I. Smith, *On Christian Teaching: Practicing Faith in the Classroom*, p. 52. The claims Smith refers to relate not only to teaching practices, but also the practices of learners and disciples that emerge in part from the transformation spaces teaching can nurture.

This course provides a vision for Christian education (CE) and discipleship in the life and mission of the church. Drawing from key biblical passages and the wider field of educational theory, learners will develop a biblical theology of CE and discipleship, be familiar with some key pedagogical theorists, reflect on one's growth as disciple and teacher, and develop a working framework for one's teaching in various roles and contexts. The major goal is to build strong theological and educational foundations for effective teaching and discipleship in personal life, church and mission.

COURSE TEXTS

Morgan, A. (2015). *Following Jesus: The plural of disciple is church*. Somerset, UK: ReSource.

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th anniversary ed.) San Francisco, CA: Jossey-Bass.

Tye, K. B. (2000). *Basics of Christian education*. Atlanta, GA: Chalice Press.

Selected articles and book chapters (about 200 pages) will be available on the course Canvas page.

Note: Both Palmer (2017) and Tye (2000) are available in e-versions.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

At the end of the course, students should be able to:

1. Explain a biblical theology of Christian education, its role in the life of the church, and challenges that have the potential to impede fruitful practice.
2. Articulate a personal philosophy of education which draws upon both Christian convictions and educational theory.
3. Apply educational theory to a particular context to demonstrate a plan for praxis of Christian education that considers theory, theology, and context.
4. Evaluate characteristics of effective teaching practices and thriving learning contexts.

COURSE OUTLINE AND CONTENT

This course is an online modular course with a combination of synchronous and asynchronous activities. Detailed descriptions of each of these activities and the times of the synchronous meetings are provided on the Canvas course site. The following course outline provides a brief overview of the topics and the main readings for the morning session and the afternoon session each day for the week of May 25 - 29.

	Monday May 25	Tuesday May 26	Wednesday May 27	Thursday May 28	Friday May 29
Topical Question	What is Christian education?	Where do we educate?	Whom do we educate?	How are we doing?	What are our visions?
Readings	Tye Ch 1 Morgan Ch 1 Palmer Ch 1 Canvas Readings as assigned	Tye Ch 3 Morgan Ch 3 Palmer Ch 3 Canvas Readings as assigned	Tye Ch 5 Morgan Ch 5 Canvas Readings as assigned	Tye Ch 7 Palmer Ch 6 Canvas Readings as assigned	Palmer Ch 7 Morgan Ch 8 Morgan Appendix #1, #2 Canvas Readings as assigned
Topical Question	Why do we educate?	What do we need to know?	How do we educate?	What stands in our way?	What does our praxis look like?
Readings	Tye Ch 2 Morgan Ch 2 Palmer Ch 2 Canvas Readings as assigned	Tye Ch 4 Morgan Ch 4 Palmer Ch 4 Canvas Readings as assigned	Tye Ch 6 Morgan Ch 6 Palmer Ch 5 Canvas Readings as assigned	Tye Ch 8 Morgan Ch 7 Canvas Readings as assigned	Morgan Ch 9 Canvas Readings as assigned

ASSIGNMENTS

Pre-Course and Mid-Course Assignments:

1. Required Readings and Discussion Engagement (15% of final grade)

Engagement in each of the course activities—completing course readings, taking notes, contributing in discussion posts, participating in live class sessions and breakout sessions, among others—are all vital to an effective and flourishing learning community. Directions will be given on Canvas for each activity with expectations for engagement. The grade for this assignment will be inclusive of all course activities as tracked by the professor.

Post-Course Assignments:

2. Personal Philosophy of Education (15% of final grade)

One important outcome of reading, discussing, and reflecting in this course is to begin to formulate a set of personal convictions regarding education. The intention of this assignment is to provide an opportunity to determine what convictions you hold concerning what it means to learn and the role of teaching. The result of this process of synthesizing ideas and discovering one's personal convictions is a clear and concise statement describing beliefs about the purpose, goals, and methods of learning and teaching. This statement must address both a conceptualization of learning as well as teaching, conveyed and connected through a prevailing theme that captures the overall sense of a personal philosophy of education.

Due Date: **June 26, 2020, upload to Canvas**

Length: 1-2 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

3. Educational Praxis Paper (35% of final grade)

In considering the nature and purpose of teaching and learning, it is best viewed within a real and familiar context. The intent of this assignment is to apply prominent themes from the readings to a current or proposed educational situation, answering the questions of how a program might be created or an existing program might be adapted given the implications considered from the readings. This application should include: (a) a detailed description of the educational situation, (b) a clear outline of prominent themes or ideas from the readings to be utilized for shaping this situation, (c) an explanation as to the significance of these ideas for the teaching context, and (d) what implications these themes have for the educational situation you are giving focus to, particularly the difference they make to changes being considered for an existing program or developments for a proposed program. Citations from the readings is expected as appropriate.

Due Date: **July 24, 2020, upload to Canvas**

Length: 3-4 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

4. Experienced Teacher Interview Paper (35% of final grade)

You will interview a respected teacher with substantial teaching experience in a church or educational setting. If you select a pastor, the emphasis of the interview should be on teaching rather than preaching. You will ask this person to outline core beliefs and practices in his/her teaching and how these were nurtured over the years. A selection of suggested questions for this interview will be provided on Canvas.

Following this interview, the paper you write should describe the interviewee and the teaching context/experience and what you discover about the nature and purpose of effective teaching and learning, with related insights from course activities and readings. Engage with your interviewee's comments, affirming insights shared with relevant quotations from readings, as well as raising issues/questions that may not have been addressed by your interviewee. Conclude with implications for your development and growth as pastor or teacher in your faith community.

Due date: **July 24, 2020, upload to Canvas**

Length: 6-7 pages, single-spaced

Evaluation criteria: A rubric is provided on Canvas.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar: <https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).

BIBLIOGRAPHY

Some older texts are included for themes that remain influential in the field.

Children

Allen, H. C. (Ed.). (2008). *Nurturing children's spirituality: Christian perspectives and best practices*. Eugene, OR: Cascade.

Beckwith, I. (2004). *Postmodern children's ministry*. Grand Rapids, MI: Zondervan/Youth Specialties.

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Berryman, J. W. (1991). *Godly play: An imaginative approach to religious education*. San Francisco, CA: Harper San Francisco.

Dawn, M. V. (1997). *Is it a lost cause? Having the heart of God for the church's children*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Greene, S. (Ed.). (2005). *Researching children's experience*. Thousand Oaks, CA: Sage Publications.

Krych, M. A. (2004). *The ministry of children's education: Foundations, contexts and practices*. Minneapolis, MN: Fortress Press.

Lawson, K. E. (Ed.). (2012). *Understanding children's spirituality: Theology, research, and practice*. Eugene, OR: Cascade Books.

Marty, M. E. (2007). *The mystery of the child*. Grand Rapids, MI: William B. Eerdmans Publishing.

May, S., Posterski, B., Stonehouse, C. & Cannell, L. (2005). *Children matter: Celebrating their place in the church, family, and community*. Grand Rapids, MI: William B. Eerdmans Publishing.

Mercer, J. A. (2005). *Welcoming children: A practical theology of childhood*. St. Louis, MO: Chalice Press.

Moore, W. (2008). *Rites of passage parenting: Four essential experiences to equip young kids for life*. Nashville, TN: Nelson.

Nye, R. (2009). *Children's spirituality: What it is and why it matters*. London, UK: Church House Publishing.

Stonehouse, C. (1998). *Joining children on the spiritual journey*. Grand Rapids, MI: Baker Books.

Stonehouse, C., & May, S. (2010). *Listening to children on the spiritual journey: Guidance for those who teach and nurture*. Grand Rapids, MI: Baker Books.

Youth and Adult

Brookfield, S. D. (2015). *The skillful teacher* (3rd ed.). Jossey-Bass.

Dean, K. C. (2006). *Practicing passion: Youth and the quest for a passionate church*. Grand Rapids, MI: Zondervan.

Dean, K. C. (2010). *Almost Christian: What the faith of our teenagers is telling the American church*. Oxford, UK: Oxford University Press.

Going, N. (2009). The way of Jesus: Adolescent development as Christological process. *Lifelong Faith* Winter, 3-13.

Jacobson, A. E. (2011). *The adolescent journey: An interdisciplinary approach to practical youth ministry*. InterVarsity Press.

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Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Revised ed.). San Francisco, CA: Jossey-Bass.

Inter-Generational Learning

Allen, H. C., & Ross, C. L. (2012). *Intergenerational Christian formation: Bringing the whole church together in ministry, community and worship*. Downers Grove, IL: IVP.

Brown, J. K., Dahl, C. M., & Reuschling, W. C. (2011). *Becoming whole and holy: An integrative conversation about Christian formation*. Baker Academic.

- DeVries, M. (2004). *Family-based youth ministry* (Revised ed.). Downers Grove, IL: InterVarsity Press.
- Eikenberry, D. A. (2014). *Developing an intentional and transparent intergenerational ministry in a small congregation*. Trinity International University.
- Martineau, M., Weber, J., & Kehrwald, L. (2008). *Intergenerational faith formation: Learning the way we live*. Twenty-third Publications.
- Nelson, C. E. (2008). *Growing up Christian: A congregational strategy for nurturing disciples*. Macon, GA: Smyth & Helwys.
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- Conde-Frazier, E., Kang, S. S., & Parrett, G. A. (2004). *A many colored kingdom: Multicultural dynamics for spiritual formation*. Baker Academic.
- Cruz, G. T. (2012). Interculturality as Pedagogy: Challenges of Teaching and Learning Religion and Theology Beyond Borders. *Compass* 46(2), 33-38.
- Hill, K. H. (2007). *Religious education in the African American tradition: A comprehensive introduction*. Chalice Press.
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Christian Higher Education

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Jesus as Teacher

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