

# EDUCATION 540: CHRISTIAN PERSPECTIVES ON TEACHING AND PEDAGOGY (3 sem. hrs.)

Summer 2010

## Dates and times:

Instructor: Elaine Brouwer, M.A., Co-Director and Senior Member of Alta Vista (Seattle)

## COURSE DESCRIPTION

This course will examine the theory and practice of teaching and pedagogy, including: the nature of teaching; a biblical framework for understanding and implementing teaching and learning; the classroom context for teaching and learning; the relationship between teaching and a teacher's personal, professional, and spiritual growth; theories of instruction and distinctively Christian approaches to instruction; and a taxonomy of teaching strategies. The course will also include a review of educational aims and learning outcomes as well as the significance of learning style theories, multiple intelligences, and differentiated learning for daily classroom practice. These topics will be explored and discussed in terms of the relevance to classroom practice and the enhancement of teaching Christianly.

## LEARNING OUTCOMES

As you examine the theory and practice of classroom teaching and pedagogy, you will:

- Grow personally, professionally and spiritually as your commitment to the task of teaching Christianly deepens
- Review and sharpen your understanding of biblical perspectives on the goals and nature of teaching
- Study, analyze, and evaluate pedagogical approaches that are both worldview-defensible and research-supported
- Grow in your ability to articulate and implement a distinctively Christian instructional philosophy and practice
- Increase competence in evaluating, selecting, and implementing a variety of appropriate teaching and learning strategies
- Enlarge your ability to flex your teaching styles in terms of a taxonomy of teaching strategies
- Enhance teaching and learning effectiveness through an expanded awareness of and insight into meeting diverse student learning needs
- Develop a professional growth plan for improving your teaching practice

## COURSE RESOURCES

1. Palmer, Parker. (1998). *The Courage to Teach*. San Francisco: Jossey-Bass.
2. Van Dyk, John. (2000). *The Craft of Christian Teaching*. Sioux Center, IA: Dordt Press.
3. Smith, David I. and Shortt, John. (2002). *The Bible and the Task of Teaching*. Stapleford, Nottingham, UK: The Stapleford Centre.

## COURSE ESSENTIAL QUESTIONS

**This course provides an opportunity to explore pedagogical practices that may help transform education for 21st century (and beyond) learners who we hope and pray will become disciples of Jesus for the good of God's world. The exploration is more open ended than directed. However, by the end of the course, you will need to tie your explorations, discoveries, and thoughts together to answer the first framing question of the course (#1). This response will, of course, be a snapshot of what you are thinking at that point – to be revised and built upon as you continue to explore. I encourage you to push yourself beyond the resources I provide as jumping off points.**

1. What does it mean to be a faithful follower of Jesus in teaching and learning? – **Framing Question**
2. Does pedagogy matter? How? Why?
3. How can we help students learn for their future rather than our past or present?
4. How can our pedagogical practice help connect students with their talents and passions?
5. How can our pedagogical practices contribute to human (our students) flourishing?
6. How does the self who teaches impact teaching and learning?
7. How can our pedagogy transform Christian education for the benefit of the learning of potential disciples of Christ?
8. How can we teach for learning?

## KEY LEARNING and ASSESSMENT ACTIVITIES

### Assessment for Learning

1. **PERSONAL CAPACITY INVENTORY** - Use the template of effective teaching descriptors provided to assess your competencies for each criteria. The inventory will include your reflections, summaries of potential evidence and/or anticipated professional growth activities.
2. Use the course resources, your own research, and topics in the Personal Capacity Journal to **address essential questions 2 – 7**. Include in your research such topics as the digital classroom, Web 2.0 tools, pedagogy of space and place, organic vs linear approaches to teaching/learning, the flat classroom, asking better questions, and others that you uncover.

**Potential internet resources include (but are not limited to):**

[edutopia.org](http://edutopia.org)

[hightechhigh.org](http://hightechhigh.org)

**Ted.com** ([http://www.ted.com/talks/lang/eng/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html](http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html)) and

([http://www.ted.com/talks/lang/eng/sir\\_ken\\_robinson\\_bring\\_on\\_the\\_revolution.html](http://www.ted.com/talks/lang/eng/sir_ken_robinson_bring_on_the_revolution.html)),

many more sites are listed on **my Delicious page** - <http://delicious.com/elaine.brouwer>

### Assessment of Learning

#### 3. PROFESSIONAL GROWTH PLAN

- a. Using the template provided, prepare 1 professional growth plan based on your Personal Capacity Inventory and your research. This plan should be built around pedagogical practices that you plan to implement in a unit/course during the next school year.

#### 4. CULMINATING ASSESSMENT

- a. Final response to framing question - What does it mean to be a faithful follower of Jesus in teaching and learning? Use responses to the other essential questions as well as your research to respond to the framing question.

## BIBLIOGRAPHY

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### **Concept-Based Teaching/Teaching for Understanding**

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