

EDUCATION 540 IS: CHRISTIAN PERSPECTIVES ON TEACHING AND PEDAGOGY

(3 sem. hrs.)
Summer 2011

Dates and times: Online
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 essential question of the course. 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?
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?

COURSE TOPICS AND SCHEDULE

| Week | Course Questions | Learning Activities |
|------|---|---|
| 1 | <p>Framing Question of the course: <i>What does it mean to be a faithful follower of Jesus in teaching and learning?</i></p> | <p>Begin reading the course texts. These texts as well as the research you will do are designed to help you answer the Framing Question of the course: <i>What does it mean to be a faithful follower of Jesus in teaching and learning?</i> You will answer this question at the end of the course as your final assessment. It would be wise to collect notes/ideas along the way.</p> <p>Begin an assessment of your teaching practice by completing the Personal Capacity Inventory. There are 12 criteria each with several descriptors. In the ideas/notes column, write a brief assessment of how your practice measures up to the criterion – not to each descriptor. These are informal entries meant primarily for your own use as you choose a professional growth goal and engage in research during this course.</p> <p>Post your response to the Hopes and Fears activity.</p> |
| 2 | <p>Framing Question: What does it mean to be a faithful follower of Jesus in teaching and learning?</p> <p>How can we help students learn for their future rather than our past or present?</p> <p>How can our pedagogical practices help connect students with their talents and passions?</p> <p>How can our pedagogical practices contribute to human flourishing?</p> <p>How does the self who teaches impact teaching and learning?</p> <p>How can we teach for learning?</p> | <p>Continue reading course texts.</p> <p>Begin your research of pedagogical practices that address the course questions and that might help strengthen your pedagogical practice.</p> <p>Include in your research such topics as the digital classroom, Web 2.0 technologies, pedagogy of space and place, organic vs. linear approaches to teaching/learning, the flat classroom, asking better questions, and others that you uncover.</p> <p>Potential internet resources include (but are not limited to: edutopia.org; hightechhigh.org; Google education . . . Many more sites are listed on my Delicious page – http://www.delicious.com/elaine.brouwer</p> <p>Submit a 3-paragraph summary of the research you are conducting. In your post include what you are researching, the sources you are using, and how it may apply to your context. Respond to posts</p> |
| 3 | | <p>Continue reading course texts in anticipation of completing the final assignment.</p> <p>Complete your research of pedagogical practices.</p> <p>Post a 4-paragraph statement in which you list the pedagogical practices you have researched over weeks 2 and 3, the sources you used, and how you intend to incorporate your findings into your practice (be specific). Respond to posts.</p> |
| 4 | | <p>Complete reading of course texts.</p> <p>Complete I Professional Growth Plan (steps 1-4) using the template provided.</p> <p>Begin to craft your response to the Framing Question. Use responses to the other essential questions as well as your research and reading of course texts to formulate your response. Include concrete practices to illustrate your ideas. Please cite sources.</p> <p>Post a draft of your response. Respond to posts.</p> |
| 5 | Complete your response to the course Framing Question. | Submit your final response. |

KEY LEARNING and ASSESSMENT ACTIVITIES

- 1. PERSONAL CAPACITY INVENTORY - (15%)**
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. FORUM POSTINGS AND RESPONSES – See rubrics (online) (25%)**
- 3. PROFESSIONAL GROWTH PLANS (15%)**
Using the template provided, prepare 1 professional growth plan based on your Personal Capacity Journal and your research. These plans should be built around pedagogical practices that you plan to implement in a unit/course during the next school year.
- 4. CULMINATING ASSESSMENT - see rubric (45%)**
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.

The expectation is that participants will meet or exceed criteria as described in the rubrics. Meeting criteria is equivalent to a 'B' grade. Exceeding criteria is equivalent to an 'A' grade. Instructor feedback, self-assessment, and peer review will assist participants in meeting expectations.

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- Van Brummelen, Harro. (1998). *Walking With God in the Classroom: Christian Approaches to Teaching and Learning*. 2nd edition. Seattle: Alta Vista Press.
- Van Brummelen, Harro & Elliot, Daniel C. (1997). *Nurturing Christians as Reflective Educators*. Coalition of Christian Teacher-Educators San Dimas, CA: Learning Light.

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Concept-Based Teaching/Teaching for Understanding

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Learning Theory/Cognitive Science/Instructional Strategies

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Critical Pedagogy/Constructivists/Shared Praxis

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Professional Development/Teacher Evaluation

- Danielson, Charlotte, and McGreal, Thomas L. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria,

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School Improvement

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