



PTH 122 Teaching and Learning in Educational Ministry

Course Syllabus - Track I & II

Spring Semester 2020 (Credit - 3 hours)

Track I: Tuesdays: 2:00 p. m. - 4:00 p. m. Room ____

Track II: Saturdays: 11:00 a.m. - 1:00 p. m. Room ____

Instructor: Mary A. Love

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Office Hours: Tuesdays: 12-1 p.m. and 4-5 p.m. Wednesdays: 11:00 – 1:00 p.m.

Other times by appointment

Course Description:

An exploration of the processes involved in facilitating effective teaching and learning, especially as it impacts spiritual growth. It includes explorations of neuroscience, educational theories, neuromyths, and Jesus- the Master Teacher for the purpose of gaining information to improve the teaching ministry within the Body of Christ. The ultimate goal is to boost effective teaching that raises retention/appropriate recall and appropriate application of what is taught regarding the Christian faith. The course is designed to guide students in the discovery of the necessary essentials for perfecting the art of teaching and enabling learning to occur in persons. Attention will be given biblical guidelines for teaching, neuroscience findings, various learning styles and intelligences, developing lesson plans and crafting effective teaching/learning opportunities. This course will meet the Christian Education graduation requirement and is a part of Area IV: Pastoral Theology where the focus is on preparing persons for various areas of ministry. It also is a part of the American Association for the Advancement of Science (AAAS) Science for Seminaries Project.

Course Objectives:

By the end of the semester students should

- ◆ have a working knowledge of the biblical foundations for teaching and learning.
- ◆ understand how people learn and what makes teaching effective so that learning occurs.
- ◆ be able to explain and demonstrate what they have learned through lesson plan development and teaching presentations.
- ◆ be able to examine the teaching style of Jesus (Model/Master teacher), and analyze/compare with current neurological research regarding teaching/ learning effectiveness. (Discussion will be around how science supports the elements of Jesus' effective teaching style.)

- ◆ be able to explain and demonstrate the differences between various methodologies that are related to the teaching/learning process and their effectiveness.
- ◆ be able to demonstrate various ways to make the teaching/learning experience effective based on brain research.
- ◆ be able to identify and evaluate various resources that promote effective teaching and learning within the Body of Christ.
- ◆ Be able to define the role and responsibilities of the teacher and engage in personal analysis and evaluation of teacher effectiveness.

Students should

- ◆ be able to give at least 10 scripture references with interpretations that highlight the importance of teaching and learning within the context of the Christian faith.
- ◆ Be able to identify the various parts of the brain and be able to explain what happens in the brain when learning occurs.
- ◆ be able to identify key principles of Jesus' teaching style and be able to identify what made Jesus an effective teacher.
- ◆ be able to design a lesson plan and present to the class.
- ◆ Be able to design a teaching/learning project for teachers for the purpose of passing on some basics about teaching effectively and promoting impactful learning.

Course Activities:

- Reading assignments
- Group Discussion
- Internet exploration
- PowerPoint presentations
- Preparing and sharing a lesson plan with the class
- Final paper or project

Required Texts:

Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful A Biblical Vision for Education in the Church*. Downers' Grove: IVP Academic, 2009. ISBN 978 0 8308 2587 5

Sousa, David A. *How the Brain Learns. Fifth Edition*. Thousand Oaks, CA: Corwin: A Sage Company, 2017. ISBN 978 1 5063 4630-4

Roediger III, Henry L. and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning*. Cambridge: The Belknap Press of Harvard University Press, 2014. ISBN 978 0 674-72901-8

Center for Teaching at Vanderbilt University Website: <https://cft.vanderbilt.edu/>

Note the specific CFT guides referenced on the course schedule.

Supplemental Texts: Note the Teaching and Learning Bibliography.

Additional handouts will be distributed as needed. Also, you should check designated websites before some class sessions. This is a part of your required reading assignments and will be used in class discussions.

Course Requirements:

Class attendance and active participation is expected during class sessions. Absences from class may be excused by the instructor in extenuating circumstances, upon notification of the instructor and the submission of the appropriate petition by the student. The maximum number of absences allowed during the semester is three (3).

Students are expected to read the required texts and other reading assignments to enable informed participation in class discussion and activities.

Students are expected to satisfactorily complete all required assignments and meet all course requirements.

Please note that plagiarism will not be tolerated. Proper credit must be given for someone else's ideas and writings. Proper documentation should follow Kate L. Turabian's *A Manual for Writers (Eighth Edition)* Chicago: Chicago University Press, 2008.

A helpful website: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Hood Seminary's policy on plagiarism. *"Academic honesty and integrity are expected of all students. Plagiarism or the copying and submission of work that is not the students' own will not be tolerated. Dependence on the works of others must be adequately and appropriately acknowledged. Academic dishonesty is a grave offense which may result in dismissal from the Seminary."* (Catalogue p. 26). If you have questions about plagiarism, its definition, and how to avoid it: please see this website <http://www.plagiarism.org/>

Course Grading:

Grading will be based upon class attendance and participation (20% of final grade), satisfactory completion of written assignments, and group work as assigned. Excessive absences will be a negative factor in determining the final grade. Designated assignments or reports will be given throughout the semester and will count toward the final grade as follows:

- What does the Bible say about teaching and learning? (20% of final grade)
- Develop and present a lesson plan that demonstrates teaching effectiveness. (25 %)
- Final Assignment: Design and develop a teaching/learning experience for teachers. Share with the class how your project will be used and what the participants would experience as a result of using what you develop. This should provide basic information that will help teachers be more effective and understand what is necessary to motivate impactful learning, including the scientific understanding of how people learn. (35% of final grade)

PTH 122 Teaching and Learning in Educational Ministry
COURSE SCHEDULE – Fall Semester 2018 (3 hours Credit)

Track 1 – Tuesdays, 2:00 p.m. – 4:00 p.m. (First Date)
Track II - Saturdays, 11:00 p.m. - 1:00 p. m. (Second Date)

Jan. 21 25	Orientation, “get acquainted” and introduction of course – Reflections & Connections
Jan. 28 Feb.1	Understanding the terminology: Teaching, Learning, Participatory Learning, Rubrics, Neuroscience, Memory, Active Learning, Metacognition, Curriculum, Teaching as ACT, ART, SCIENCE and MINISTRY; Practicing Retrieval, Brain Anatomy, Basic Brain Facts and Myths Reading Assignment: Parrett Chapters 1-2, Brown Chapter 1, Sousa Intro., Chapter 1, CFT # 38
Feb. 4 8	Biblical Foundations for Teaching and Learning Reading Assignment: Chapters 6, 10 Parrett <u>Writing Assignment:</u> Search the Bible for specific references regarding teaching and learning. Develop and submit principles based on Scripture that give guidance today. 20 pts
Feb. 11 15	Learning How People Learn. The Brain and Learning. What Makes Learning Possible? Prior Knowledge, Organization and Motivation Readings: Brown Chapter 3, Sousa Chapter 2, CFT Guides # 3, 7, 9, 27, 28, 34, 40 Ambrose: https://cetl.kennesaw.edu/how-learning-works-seven-learning-principles
Feb. 18 22	Understanding how the brain processes information and why Jesus is called a Model Teacher. Readings: (Designated reading handout from Zuck, <i>Jesus, the Master Teacher</i>) Parrett – Chapter 7, Sousa Chapter 2, Brown Chapter 2
Feb. 25 29	Planning to Teach for Mastery, Effectiveness and Retention, Lesson Planning and Writing Learning Objectives, Rubrics - The Roles of the Teacher - Methods to Facilitate Effective Learning; Role of Communication, Creativity and Language in the Teaching and Learning Process Readings: Sousa Chapter 3, 8, Brown Chapter 7, 8, CFT Guides # 68,70, Parrett Chapters 13 & 14
Mar. 3 7	Reading Week – No classes
Mar. 10 14	Factors that Impact and Enhance Learning – Practice and Feedback: Age, Gender, Life Experiences, Ablism, Culture, perception, Climate – Understanding Learning Styles, Multi-intelligences, and Self-direction Readings: Parrett Chapters 11 & 12, Brown Chapter 6, CFT # 24
Mar. 17 21	Presentations of Lesson Plans (25% of final grade)
Mar. 24 28	Presentations of Lesson Plans
Mar. 31 4/4	Presentations of Lesson Plans Understanding Teaching as a Vocation – Rationale for Teaching – Personal & Spiritual Development - What to Teach Readings: Parrett Chapters 3-5
Apr. 7 11	Reading Week ---- NO CLASS
Apr. 14 18	Evaluating Teaching/Learning Outcomes, Evaluating Curricula for Teaching/Learning Effectiveness Readings: CFT Guide # 23
Apr. 21 25	Evaluation – Podcast Production
Apr. 28 5/2	Final Projects and Presentations Due
May 5 9	Final Projects and Presentations Due (35% of final grade)