E210 Principles of Teaching

Course Syllabus 3 Credit Hours
Rev. Rob Lindemann, MA Winter 2013
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Module: January 14-18, 2013

...teaching them everything I have commanded you – Matt. 28:20

Course Description:
The purpose of this course is to increase the student’s knowledge and skills in teaching within
the context of the local church. The class will discuss, envision, and practice some essential
principles (i.e., philosophies, methods, and models) for effective Christian teaching.
Our class meets on Monday through Friday, January 14-18, 2013 from 9:00 a.m. to 4:00 p.m.
with an hour recess at lunch.

Prerequisites: None

Student Learning Outcomes: Upon completion of this course, students will be able to:
1. Express an analytical understanding of the biblical purpose of the teaching gift in relation
to the missional and educational task of the church.
2. Demonstrate critical interaction with the primary philosophical, educational, and
   learning/instructional theories.
3. Design teaching strategies within various theoretical approaches for delivery in class.
4. Appraise a best practitioner during an actual teaching session from these optional
   contexts: higher education (not an instructor from a class you are currently taking), K-12,
or a church ministry.
5. Formulate a thorough lesson plan for use in a setting relevant to their current context.

Course Objectives: Upon completion of this course, students should be able to:

Cognitive processes: Thinking and comprehending
- Predict a best approach to take when teaching certain subjects for specific
  outcomes.
- Decide between choices of teaching methodology according to content and age
  appropriateness.
• Prepare a lesson plan with due attention to content and methodology.

Affective processes: Feeling and valuing
• Approach the teaching responsibility with confidence about the match of spiritual gifts and role.
• Be spiritually built up by learning more about the strong biblical mandate for teaching in the body of Christ.
• Envision a new level of personal effectiveness in teaching and higher levels of maturity in Christ for those whom they instruct.

Conative processes: Resolving to go and do
• Be influential to those who expect excellence in keeping with the biblical role of the teacher (Mal. 2.7)
• Keep the attention of others through engaging methods and content.
• Draw out participation of others in the learning process (Prov. 20:5)
• Share insights and resources with other teachers in order to build up the teaching ministry of the church.

Course Assignments:

Pre-course:

1. **Reading Log**: Students will read both of the assigned textbooks and write a minimum 12 page reading log. Please email the instructor for a set of guidelines for writing reading logs at rob.lindemann@lawsoncares.org. The learning objective of this assignment is to identify and reflect upon key concepts that will influence a personal philosophy of teaching. Here’s some guidelines:
   a. To begin, students must identify the author’s purpose for writing (i.e. have they identified a gap in the literature or a problem to solve?), their main thesis, and the intended audience/reader.
   b. For *Almost Every Answer for Practically Any Teacher*: **Choose at least five articles** from each of the seven chapters upon which to base your comments.
   c. For *The Craft of Christian Teaching*: Students can base their comments from questions in the **Points for Further Thought** sections at the end of each chapter.
   d. Overall, students must ensure they are referencing the textbooks in their comments; this will demonstrate they have actually read the content and are integrating it into their reading log. This assignment must be a **minimum of 12pp.**
   e. **Value**: 30%.
   f. **Due Date**: Jan. 15, 2013
During course:

2. **In Class Experimentation.** Students will practice the preparation and delivery of a lesson plan during the latter portion of the week. Topics will be assigned during the early portion of the week.
   a. **Value:** 15%
   b. **Date due:** Jan. 17-18

Post-course:

3. **Self-assessment:** Students will complete the supplied self-assessment tool, “What is my Philosophy of Education” and report on the results with personal reflections related to the course’s content. The learning objective of this assignment is to refine key concepts and convictions that will guide their personal approach to teaching.
   a. The paper should be 5 pages in length, including references as needed.
   b. **Value:** 10%
   c. **Date due:** March 1, 2013

4. **Teacher observation report:** Choose a setting (e.g. church service, youth group, children’s ministry, K-12, etc.) that allows you to witness firsthand and describe methods used by this practitioner and his/her sources for continued professional development as a teacher. Identify your choice of teacher by asking your peers, pastors, college personnel, district contacts, etc, for nominations on which teachers, pastors, or instructors in education are considered best practitioners. Setup an appointment to both observe and interview your choice of teacher. Your report should comment on strategies, processes, and techniques which you believe to be related to their teaching effectiveness. The observation report should include an introduction and background of the educator you selected, as well as a description of your setting of observation and a conclusion/summary. Be sure to connect your conclusions to appropriate principles from our course readings.
   a. The paper should be 5-7 pages in length, including references as needed. We will review initial plans for this assignment during the modular week. There is some flexibility allowed with this assignment depending on your location, accessibility of participants, etc.
   a. **Value:** 20%
   b. **Date due:** March 1, 2013

2. **Lesson plan.** A thorough lesson plan on a topic of their choice. The plan must include both the outline of teaching content and a simultaneous commentary explaining the teaching philosophy and methodology as well as any pertinent resources for recipients of the lesson. This plan should reference a minimum of 8 sources in the bibliography.
   a. **Value:** 25%
   b. **Due Date:** March 1, 2013
**Time and Value Summary:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class participation</td>
<td>30</td>
</tr>
<tr>
<td>Readings</td>
<td>36</td>
</tr>
<tr>
<td>Reading Log</td>
<td>18</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>4</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Observation Report</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Textbooks:**


**Course Outline / Topics:**

UNIT I – CHRISTIAN TEACHING BEGINS WITH SOUND THEOLOGY
   A. Biblical Foundations
   B. Teaching for Christian Worldview and Maturity
   C. The Relationship of Theology to Education
   D. The Role of the Teacher

UNIT II – DIFFERENT PHILOSOPHICAL STARTING POINTS LEAD TO VARYING TEACHING PRACTICES
   A. The Relationship of Philosophy to Education
   B. Overview of Educational Philosophies
   C. Overview of Learning Theories
   D. Models of Teaching

UNIT III – CHURCH RELATED TEACHING VARIES ACCORDING TO VENUE
   A. Formal Venues
   B. Informal Venues
   C. Nonformal Venues

UNIT IV – SET UP TARGETS FOR TEACHING
   A. Deciding What to Teach and How to Teach It
UNIT V – GOOD METHODS MAKE FOR A WIN/WIN
A. Overview of Common Teaching Methods
B. Age Appropriate Focus
C. Lesson Planning

UNIT VI - THERE ARE SO MANY GOOD PRINCIPLES TO HELP US!
A. Common Rules of Thumb
B. Four Aces of Effective Teaching
C. The Learning Styles Debate
D. Exploring Principles
E. Culturally Sensitive Teaching

Assessment of Student Work

Horizon College and Seminary follows the University of Saskatchewan model for assessing assignments and exams. It is as follows:

90-100 [Exceptional] - a superior performance with consistent strong evidence of:
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thought fluently.

80-89 [Excellent] - an excellent performance with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thought fluently.

70-79 [Good] - a good performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.
60-69 [Satisfactory] - a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59 [Minimal Pass] - a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.


Undergraduate Work: Written work at the college level should move beyond upper secondary academics. Quality undergraduate work is expected in class discussions, presentations, and written assignments. The goal for third year studies is to achieve entry-level skills for professional ministry informed by theological knowledge and leadership competencies. Seek to gain a solid understanding of your topic through the literature; know the key figures and their views. Begin to sharpen your critical-thinking skills.

Always edit your work – eliminate irrelevant comments, repetitive sentences, and unnecessary phrases. Write concisely (can it be said in less words?) and clearly (will it be understood by someone else?).

Think critically – whether reading another’s work or writing your own, ask these questions: Is it coherent? (does it fit together logically, with sensibility and congruence?) Is it complete? (does it address the most relevant issues or are there significant gaps? Are there other ways to interpret the evidence?) Is it correct? (how valid is the overall argument?) Is it free of logical fallacies? (is there any ambiguity, circular arguments, unjustified assumptions, missing evidence, incorrect causes, irrelevant premises, value-laden emotional appeals or slurs, etc.).

Use the written work in this course to improve your thinking and writing competencies. For some excellent guidelines on expressing ideas and language usage, review Chapter 3: Writing Clearly and Concisely from the Publication Manual of the American Psychological Association (APA), 7th Edition.
**Grading:** If written work submitted is at a college level and fulfills the requirements of the assignment, a grade of B+ is assured. Lower grades will appear when aspects of the assignment guidelines and learning objectives are missing. Higher grades will be assigned for written work that includes significant integration of the student outcomes and learning objectives within the conceptual development of the topic. Also, written assignments should be relatively free from errors of spelling and English grammar; papers with several errors are not eligible for grades of B or higher.