

Methodist Theological School in Ohio Course Syllabus
ED270 Teaching and Learning
Fall Semester 2007-08, Wednesday 6:30-9:20, G140
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Catalog Description

Drawing on research, observations, analysis and experience, participants will explore models of teaching/learning. These will include non-schooling (e.g. liturgy, family life) as well as school models. Prerequisite: ED100-level.

Course Objectives

As a result of successfully completing this course, students will:

1. Be aware of how their learning journey interplays with their approach to teaching.
2. Develop their identity as teachers.
3. Identify dynamics that contribute to meaningful learning through bibliographic, ethnographic, and praxis research.
4. Enhance their skills, methods and resources for supporting learning within a variety of learning styles, intelligences, and contexts.
5. Become competent in methods that are frequently used in educational ministry: discussion, presentation, and multimedia.

Course Design and Process

This course is designed to hold several elements in a fruitful tension. This includes the tensions between theory and practice, academy and parish, personal needs and needs of people we serve, and commonality and diversity. In relation to other MTSO education courses, this course goes into more depth on instructional themes introduced in ED145 and touches on theological groundings for education that are addressed in ED450. The methods of the class are intended to facilitate responsibility for personal growth, theological/theoretical growth, and preparation for educational ministry.

Textbooks (Required):

Moore, Mary Elizabeth Mullino. *Teaching as a Sacramental Act*. Cleveland: Pilgrim Press, 2004.

Palmer, Parker. *The Courage to Teach*. San Francisco: Jossey-Bass, 1998.

Brookfield, Stephen and Stephen Preskill. *Discussion as a Way of Teaching*. San Francisco: Jossey-Bass Publishers, 1999.

Requirements:

In order to achieve the objectives of this course:

1. **Contributions to Learning Community (10%)** Preparation for, and active participation in, class is expected. Participation is crucial for the nature of this course and for contributing to the learning of others. One must be present in order to contribute.

Evidence of reading textbooks and other preparation for class is part of making a meaningful contribution.

- a. **SELF AND PEER ASSESSMENTS:** Forms will be provided each student to give input on his or her classroom contributions. This will include a statement about the percent of reading completed.
 - b. **ATTENDANCE:** Because the experiential nature of the class makes it difficult to make up absences, several absences will impact one's grade. Students will not receive credit for the course if more than 3 class sessions are missed.
2. **Learning Autobiography (20%)** Learners will write a reflective, autobiographical paper dealing with their experiences of learning and teaching. After narrating significant experiences, the paper will draw upon those experiences to address: (a) Who am I as a teacher and learner? (b) What is my calling as a teacher and learner? (c) What constitutes effective teaching and learning? Themes from *The Courage to Teach* will assist in the learner's reflection for this assignment. The minimum length for the paper is 4 single-spaced pages. This assignment addresses course objectives 1 through 3. **Due September 19.**
3. **Teacher Research (20%)** Learners will interview two people with a reputation for being good teachers. These people may be teaching in any context. Some interview questions will be provided by the instructor. Other questions will be created to address research issues identified through peer dialogue and the learner's professional growth project. Each learner will submit written verbatim notes for each interview. These will be shared and serve as research data for the entire class. Learners may wish to include notes from observing interviewees as they teach. Each learner will write a paper utilizing the interview data of the entire class to address research issues and the following: (a) How do personal factors shape one's identity as a teacher? (b) How do teachers develop their approaches to teaching and learning? (c) What constitutes effective teaching and learning? This assignment addresses course objectives 2 and 3. **Interview data is due October 3 and individual reports are due October 24.**
4. **Professional Growth Project (50% total)** Learners will develop, in consultation with the instructor and others, a project that engages their passions in educational ministry, builds on their teaching strengths, and addresses perceived weaknesses in their teaching. The project is to be informed by bibliographic research, autobiography, interview/observation, and teaching praxis. As a part of this project, learners will:
- a. Develop interview questions that gather data about issues related to the growth project and use these as part of the Teacher Research assignment ("3" above).
 - b. Conduct and report research on the topic of their project. The report will be a 4-5 page synopsis plus a briefly annotated bibliography. The report is due one week prior to the student's project presentation. The rest of the class is expected to read the report prior to the class session when the presentation is given. This is worth 25% of the semester grade

- c. Lead a 55 minute session on the project. The session must give substantial time to: (1) presentation or lecture, (2) discussion of the research report, and (3) a method the learner wishes to practice. Some form of multimedia should be used. The class will debrief and reflect on the session for 20 minutes following. A copy of the plan for the session and discussion questions is to be distributed to the class at the end of the lesson. This assignment is worth 25% of the semester grade.

All written work should be done with the awareness that it will be publicly accessible via the course web page. Written work is expected to be **submitted in electronic format**, fully proofread (spelling, correct vocabulary, and grammar), use inclusive language, and have masters level content. Form and style should conform to either Chicago (Turabian) or APA standards. Work with substandard grammar and spelling will not receive any credit. Work using sources that are not fully and properly referenced will not receive credit.

A “Outstanding Work:” Key adjectives include creative, integrative, initiative, and thorough. General description– Work is clear, engaging, original and focused. The learner integrates theoretical and theological concepts, critical analysis, experience, and practical applications. The learner considers various perspectives, shows open and mature responses to criticism of work, and takes initiative for contributing to the learning of others. Written work– Ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the learner's meaning through effective grammar. Oral Communication– Leadership of classroom sessions involve appropriate use of a variety of methods, clear organization and flow, significant content, and evocative engagement with class members.

B “Good Work:” Key adjectives include clear, substantial, responsible, and ample. General description– Work is reasonably clear, focused, and supported. The learner's integration of theory, critical analysis, experience, and practical application is underdeveloped in the area of critical analysis. The learner recognizes various perspectives, accepts criticism of work, and contributes to the learning of others when required. Written work– Ideas are adequately developed with details and examples. Organization and form are appropriate, and ideas are generally presented in a coherent manner. The voice of the writer contributes to the writer's meaning through appropriate grammar. The form of presentation does not interfere with understanding or distract from meaning. Oral Communication– Leadership of classroom sessions involve appropriate use of limited methods, functional organization and flow, solid content, and interaction with class members.

C “Work Meetings Minimum Standards:” Key adjectives include vague, general, withdrawn, and uneven. General description– Work has some focus and support; theoretical information is limited and large generalizations are made. The learner does not attempt integration and critical analysis is absent with over dependence on opinion. The learner does not consider various perspectives, struggles with criticism of work, and is only concerned with one's own learning. Written work– Ideas and content are developed with limited details and examples. The work may be somewhat disorganized. The voice of the learner is generally absent; basic sentence structure and limited vocabulary convey a simple message. Presentation errors may reduce understanding and interfere with meaning. Oral Communication– Leadership of classroom sessions involve adequate but limited methods, awkward or distracting organization and flow, marginal content, and little interaction with class members.

D “Substandard but Passing Work:” Key adjectives include unfocused, subjective, isolated, and fragmented. General description– Work has little focus and development. The learner fails to use critical analysis and often engages in sharing a rambling of experiences without theoretical context. The learner is resistant to various perspectives, defensive about criticism of work, and works in isolation of others. Written work– ideas and content are supported by few details or examples. The work lacks direction and purpose. The tone of the work is flat. Awkward grammar and vocabulary interfere with understanding. The form of presentation makes the work difficult to understand. Oral Communication– Leadership of classroom sessions involve inappropriate methods, dysfunctional organization and flow, inferior content, and no interaction with class members.

Working Class Schedule

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| (1) Aug | 29 | Introductions, course overview, starting assumptions |
| (2) Sept | 5 | Being a teacher—sign-up for project sessions
READ: Palmer, pp. 1-87
[e-reading] bell hooks, <i>Teaching to Transgress</i> , pp. 1-22 |
| (3) Sept | 12 | Being a teacher (continued) and embodied pedagogy
READ: Palmer, pp. 89-183 |
| (4) Sept | 19 | Teaching as sacramental act
READ: Moore, pp. 121-228
Learning Autobiography Due |
| (5) Sept | 26 | Teaching as sacramental act
READ: Moore, pp. 1-120 |
| (6) Oct | 3 | Leading discussions and updates on projects
READ: Brookfield and Preskill,
<i>Discussion as a Way of Teaching</i> , pp. 1-126
Teacher Research Interview Data Due |
| Oct | 10 | Fall Recess |
| (7) Oct | 17 | Leading discussions
READ: Brookfield and Preskill,
<i>Discussion as a Way of Teaching</i> , pp. 127-228 |

- (8) Oct 24 Lecture/presentation methods
READ: [e-reading] Osmer, *Teaching for Faith*, pp. 39-67
Teacher Research Due
- (9) Oct 31 Understanding and planning for diverse learning
READ: [e-reading] TBA
- (10) Nov 7 Understanding and planning for diverse learning
READ: [e-reading] TBA
- (11) Nov 14 Projects (each has 55 minutes followed by 20 minutes debrief)
Presentation 1: _____
Presentation 2: _____
- Nov 21 **Thanksgiving Recess**
- (12) Nov 28 Projects (each has 55 minutes followed by 20 minutes debrief)
Presentation 3: _____
Presentation 4: _____
- (13) Dec 5 Projects (each has 55 minutes followed by 20 minutes debrief)
Presentation 5: _____
Presentation 6: _____
- (14) Dec 12 Projects (each has 55 minutes followed by 20 minutes debrief)
Presentation 7: _____
Presentation 8: _____