



**MCMASTER DIVINITY COLLEGE
COURSE SYLLABUS
WINTER 2021**

**CURRICULUM, TEACHING, AND LEARNING
(CHTH G125-C06)**

ONLINE: Tuesdays, 4:00–5:50, February 22 (9:00–5:30), 23 (9:00–1:00)

INSTRUCTOR:

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Divinity College Room 241

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There will be a course web page on [Avenue to Learn](#) (A2L).

I. COURSE DESCRIPTION

This course is designed to prepare PhD students for a teaching role in an educational institution, and is intended to transition them from a learning mode to a teaching mode. It addresses knowledge, attitudes, and skills that are essential for effective teaching that will be rewarding for both the professor and the students. Although undergirded by educational theory, it will take a primarily practical focus. Topics covered will include teaching philosophies, spirituality in teaching, learning competencies and outcomes, teaching and learning styles, teacher and student roles, course design and lesson planning, teaching methods, questioning technique, assignment design and evaluation, student diversity, individual accommodations, the use of technology, and online teaching. Students will develop their own philosophy of education for use in the job search process, and consider effective interview strategies.

Note: This is a hybrid course. Classes will be online, including Monday, February 22 (9:00–5:30) and Tuesday, February 23 (9:00–1:00). Online classes will consist of Webex videoconferences,¹ live streaming, pre-recorded video lectures, and A2L discussion forums. Videoconferences (there are only 2 required; the other 2 are optional) will be conducted at the originally assigned class time, **Tuesdays, 4:00–5:50**.

Office Hours: *During weeks when there is no scheduled class, I will be available in my Webex room online on Tuesdays, 4:00–5:50 for discussion, questions, and general conversation (see A2L for the link).* The professor is also available for Webex individual or small group discussions and assistance to be arranged at mutually convenient times.

¹ Webex, which is similar to Zoom, is free for students when the professor sets up the meetings. Here is a basic video explaining how Webex works: <https://www.youtube.com/watch?v=fE5FnEUKtaE> (for the purposes of this video, you are the woman logging on).

II. LEARNING OUTCOMES



- a.  Knowing
 - To understand the varying roles of the teacher and learners in the classroom, whether actual or virtual
 - To know a variety of approaches to teaching and evaluation that will promote effective learning
 - To understand how to accommodate the various needs of learners, considering factors such as age, gender, cultural background, and those who are differently abled or learn differently.
- b.  Being
 - To clarify one's spiritual calling as a Christian teacher
 - To develop a personal philosophy of education
 - To cultivate an attitude of lifelong learning and personal growth
 - To develop an appreciation of the value of students with diverse personalities, abilities, and goals
- c.  Doing
 - To create lessons and courses that implement effective teaching and learning strategies
 - To explore and develop skill in using various learning technologies
 - To develop skill in designing and using formative and summative evaluation tools
 - To develop an effective teaching style and presence

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS AND RESOURCES

Required Texts

These texts have been chosen because they offer practical advice for new professors based on current theory and research. You will be referring to them throughout the course for both advice and resources. Hopefully, they will continue to prove helpful in your first teaching position. Make sure you get the most recent (4th) edition of the first book:

Nilson, Linda Burzotta. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Fourth ed. Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, 2016.

Nilson, Linda Burzotta, and Ludwika A. Goodson. *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. San Francisco, CA: Jossey-Bass, 2018.

This text, which has been a bestseller for over 20 years, is far more personal and will encourage you to think about your role and calling as a teacher:

Palmer, Parker J., *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Twentieth anniversary ed. Hoboken, NJ: Jossey-Bass, 2017. (Available for Kindle; other editions are also available)

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| Supplemental Resources |
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Websites: The Ontario Ministry of Education (<http://www.edu.gov.on.ca/eng/teachers/>) which has legislation and teacher resources. Websites for other provincial, state, and national departments/ministries of education may also be applicable.

The ERIC Database: The ERIC (Educational Resources Information Center) database is sponsored by the U.S. Department of Education to provide extensive access to educational-related literature. ERIC provides ready access to education literature to augment education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research. ERIC provides coverage of journal articles, conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books, and monographs. It is available from the McMaster library:

(<https://search-proquest-com.libaccess.lib.mcmaster.ca/eric/advanced>).

Porter, Stanley E., *Those Who Can, Teach: Teaching as Christian Vocation*. McMaster General Series 3. McMaster Divinity College Press, 2013.

Brown, Peter C., *Make It Stick: The Science of Successful Learning*. Cambridge, MA: The Belknap Press of Harvard University Press, 2014. (Available for Kindle)

Textbook Purchase: All required textbooks for this class are available from the College's book service, READ On Bookstore, located in the Hurlburt Family Bookstore off Cullen Hall, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. You can arrange to have books sent to you. Other book services may also carry the texts.

C. ASSIGNMENTS AND GRADING

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| 1. Annotated Bibliography | 10% |
| 2. Research Paper | 30% |
| 3. Personal Philosophy of Education | 10% |
| 4. Syllabus and Lesson Plan Development | 30% |
| 5. Technology Use | 20% |
| Total Grade | 100% |

Assignment Details:

Note: All written assignments must be submitted to A2L as a single PDF document only.

Assignment 1: Educational Issues and Best Practices: Annotated Bibliography 10%. Week 4 or 5, posted on A2L by 11:30 pm on the evening before the Webex meeting.

Develop an annotated bibliography of critical scholarship on one of the following topics. These topics will be collegially assigned in class on the first day, taking into consideration students' interests and goals, and will form the basis of your research paper. Bear in mind that most of these topics are essential for all teachers to consider. Include at least 15 items, balancing monographs and articles. The annotation should be 200–250 words per item and include evaluation as well as summary. Sources should be dated post-2000, and preferably post-2010, with rare exceptions. Post your bibliography on A2L. You will also give an overview of these resources to the class on Webex. Modelling effective teaching techniques, focus on the relevant issues discussed and best practices recommended (~20–25 minutes including discussion/questions). The topics with an asterisk will be given priority depending on class numbers.

Topics:

1. *The adult learner
2. *Spirituality in the classroom
3. *Competencies and outcomes, goals and objectives
4. *Learning-teaching styles/modes and multiple intelligences
5. *Motivating students: extrinsic and intrinsic motivation
6. *Online/Hybrid learning strategies
7. *Technology for teaching and learning
8. *Evaluation: diagnostic, formative, summative, peer
9. *Gender in education (re: students and professors)
10. *Ethnic and Cultural Diversity in education
11. *Accommodating special needs of students
12. Flipped classrooms
13. Interview strategies and cover letters for job application
14. Tenured, adjunct, and part-time faculty
15. Student centered learning
16. [Relevant topic suggested by a student and approved by the professor]

Assignment 2: Research Paper and Presentation: Educational Issues and Best Practices 30%. In online classes in Week 8. The PDF to be submitted on A2L by 9:00 am on Monday, February 22.

- Topics will be based on your bibliography in Assignment 1. You may also use another relevant topic, but only with the professor's approval.
- Students will write a research paper of 6000–7000 words, supporting a thesis within the topic area and focusing on practical applications of the theory for teaching.

- At least 15 valid resources must be used; recent resources are necessary.
- Students will also present what they have learned to the class in a teaching presentation of about 45–60 minutes (depending on the number of students) which implements good teaching technique, including appropriate discussion, materials, and visual aids.
- These papers will be presented online on February 22 and 23. Papers are to be submitted on A2L in PDF format by 9:00 am on Monday, February 22.

Assignment 3: Philosophy of Education 10%. Friday, March 19 by 11:30 pm

- Write your own personal philosophy of education for submission to the school in Assignment 2 as part of the application process. It should be 1 to 2 pages in length.
- Although this assignment is brief, it should be written with great care since it will introduce you to your prospective school before they have a chance to meet you in person. It will also help you clarify your own approach to teaching as a calling.

Assignment 4: Syllabi and Lesson Plan Development 30% (25% for materials, 5% constructive criticism of the materials of peers). Drafts due Monday, March 22 by 11:30 pm, final versions by Monday, March 29 by 11:30 pm.

- Choose a college/university/seminary/Christian school where you would like to/hope to work and do an analysis of its program. Consider its website, but also external reviews and articles about the institution. Note: You will be writing a philosophy of education for this institution in Assignment 3.
- Analyze elements such as its theology, curriculum, teaching philosophy, culture, and student demographics. Include any other relevant information that would help you successfully teach there. Summarize this information in about 2–3 pages.
- Create one syllabus for an **in class course** targeted for this institution in your subject area following their expectations at the level of your choice (high school, undergrad, masters, advanced).
- Create a second syllabus adapting this course for a **hybrid/online setting**.
- Develop a detailed lesson plan for one self-contained class of 1–2 hours in this online/hybrid course, including competencies and specific goals.
- These materials will be posted on A2L and other students in the class will provide constructive evaluative feedback on your materials by means of an included discussion forum.

Assignment 5: Technology Use 20% (15% A2L setup, 5% constructive criticism of the setups of peers). Due Wednesday, April 7 by 11:30 pm for peer review, Friday, April 9 by 11:30 pm for assignment.

- Set up course materials on A2L for one lesson from your syllabus for the online/hybrid course completed in Assignment 4. A separate course shell “playground” will be established for class use.
- You are encouraged to post draft materials early, before April 7, so that you can

get feedback from other students.

- Other students in the class will provide constructive evaluative feedback on your lesson by means of an included discussion forum. This evaluation should be ongoing, so that students have an opportunity to consider constructive criticism and implement suggestions.
- Your material should be well organized and include files, resources, links, videos, discussions, assignments, evaluation tools, etc. as appropriate to your topic.

Policy for Late Assignments:

Marks will be deducted for late assignments if there is no valid reason, such as illness (a doctor's note may be required) or serious family crisis. The deduction will be 3% per day. Extensions must be approved before the due date.

IV. COURSE SCHEDULE

| Wk | Date | Format | Content | Assignments |
|----|-------------------------|--|--|---|
| 1 | Jan 4–8 | <ul style="list-style-type: none"> • Video Lecture • Optional Webex meeting² | <ul style="list-style-type: none"> • Introduction and syllabus • Video: What does it mean “to learn”? “to teach”? • Webex: Welcome, assign topics | <ul style="list-style-type: none"> • Reading and Research |
| 2 | Jan 11–15 | <ul style="list-style-type: none"> • Video Lecture | <ul style="list-style-type: none"> • Video: Developing a philosophy of education | <ul style="list-style-type: none"> • Reading and Research |
| 3 | Jan 18–22 | <ul style="list-style-type: none"> • Video Lecture | <ul style="list-style-type: none"> • Video: Introduction to Evaluation and Creating Rubrics | <ul style="list-style-type: none"> • Reading and Research |
| 4 | Jan 25–29 | <ul style="list-style-type: none"> • Video Lecture • Webex meeting | <ul style="list-style-type: none"> • Video: Teaching Biblical Languages • Webex: Student Presentations of Educational Resources | <ul style="list-style-type: none"> • Ass't 1: Presentation and Discussion of Annotated Bibliographies • Reading and Research |
| 5 | Feb 1–5 | <ul style="list-style-type: none"> • Webex meeting | <ul style="list-style-type: none"> • Webex: Student Presentations of Educational Resources | <ul style="list-style-type: none"> • Ass't 1: Presentation and Discussion of Annotated Bibliographies • Reading and Research |
| 6 | Feb 8–12 | <ul style="list-style-type: none"> • Video Lecture | <ul style="list-style-type: none"> • Video: Guidelines for developing syllabi | <ul style="list-style-type: none"> • Reading and Research |
| 7 | Feb 15 ³ –19 | <ul style="list-style-type: none"> • Video Lecture | <ul style="list-style-type: none"> • Family Day (Monday) • Video: Introduction to Technology Resources | <ul style="list-style-type: none"> • Reading and Research |

² If this time is difficult for students, we will assign topics using an online app instead. However, it will be nice to introduce ourselves to each other for those who can attend!

³ Family Day (Monday Holiday)

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| 8 | Feb 22–26⁴ | <ul style="list-style-type: none"> • Online Classes | <ul style="list-style-type: none"> • Student Presentations: Educational Issues and Best Practices | <ul style="list-style-type: none"> • Ass't 2: Research Paper Presentations |
| 9 | Mar 1–5⁵ | <ul style="list-style-type: none"> • Video lecture • A2L Playground • Discussion | <ul style="list-style-type: none"> • Video: Introduction to A2L as a teacher • Course Planning | <ul style="list-style-type: none"> • Work on Syllabi and Technology |
| 10 | Mar 8–12⁶ | <ul style="list-style-type: none"> • Individual work | <ul style="list-style-type: none"> • Work on assignments | <ul style="list-style-type: none"> • Work on assignments |
| 11 | Mar 15–19 | <ul style="list-style-type: none"> • A2L Playground • Discussion | <ul style="list-style-type: none"> • Course Planning | <ul style="list-style-type: none"> • Work on Syllabi and Technology • Ass't 3: Philosophy of Education: Friday, March 19 |
| 12 | Mar 22–26 | <ul style="list-style-type: none"> • Video lecture • Peer review | <ul style="list-style-type: none"> • Course Planning • Video: Guest Speaker: TBA | <ul style="list-style-type: none"> • Ass't 4: Syllabi and Lesson Plans: Monday, March 22 |
| 13 | Mar 29–Apr 2 | <ul style="list-style-type: none"> • Video lecture • Peer review | <ul style="list-style-type: none"> • Course Planning • Video: Guest Speaker: TBA | <ul style="list-style-type: none"> • Ass't 4: Peer review of Syllabi and Lesson Plans: Monday, Mar 29 |
| 14 | Apr 5–9 | <ul style="list-style-type: none"> • Peer review • Optional Webex meeting | <ul style="list-style-type: none"> • Webex: Consolidation and Discussion | <ul style="list-style-type: none"> • Ass't 5: Final peer review of Technology Use assignment: Wednesday, April 7 • Ass't 5: Technology Use: Friday, April 9 |

V. CLASSROOM AND/OR ONLINE WORKSHOP BEHAVIOUR AND PARTICIPATION

- All thoughtful student participation is welcome. There are no “dumb questions” or “stupid answers.” Students will respect the contributions of other students, although they may disagree, and respond to them without ridicule or scorn.
- Students are expected to attend all on site and Webex classes.
- Students are expected to meet all deadlines. Late assignments are a consequence of poor planning and are unacceptable. However, if you are genuinely ill or have a major emergency, contact the professor asap for a possible extension.

⁴ On campus classes: Monday, February 22 (9:00–5:30), Tuesday, February 23 (9:00–1:00)

⁵ Hybrid week for other classes

⁶ Hybrid week for other classes

VI. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Disclaimer: This syllabus is the property of the instructors and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.