



MCMASTER DIVINITY COLLEGE
SYLLABUS
WINTER 2022

CURRICULUM, TEACHING, AND LEARNING
CHTH G125-C04

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<https://mcmasterdivinity.ca/faculty-and-administration/august-h-konkel/>

Course Schedule

January 12 – April 6

Wednesday 9:00 a.m. – 10:50 a.m.

No Classes

March 2 (Hybrid Week)

Description

The course is designed to help prepare students for the challenges of teaching. In a Christian context the goal is to “make disciples wherever we may go, then teach them to observe the things that Jesus has taught.” Research is critical to the teaching process, to know how to rightly discern the word of truth, but this truth must be taught. Teaching is not to be subordinated to research, as tends to happen in most post secondary institutions in a post-modern world.

Teaching requires an understanding of students in social, emotional, physical, and intellectual dimensions; every aspect of a student’s life is integrated in the learning experience of each student. Teaching and learning take place in a physical environment that almost invariably has distractions. Curriculum must take all these factors into consideration. This course will attempt to help future teachers integrate all these elements as they prepare for their task.

Every teacher has unique individual strengths that have corresponding vulnerabilities for which there must be compensation. This course will analyse a variety of methods of instruction, learning competencies and outcomes, teacher and student roles, course design, lesson planning, and assignment design. It will take into account student diversity, social issues (such as the current sensitivity to racism and gender issues), and the use of technology. It will seek to prepare students for the task of teaching and enable them to reach their full potential as an instructor.

This is not a course on theories of education or learning. It is intended as a pragmatic guide for those whose life vocations will involve teaching in some format (for which this instructor has 50 years of experience teaching in churches, at undergraduate, and graduate levels – no exaggeration – he is old and he started young – he did not simply repeat all his mistakes for 50 years). This course will seek to guide each student in developing their own pedagogical skills.

Outcomes

a. Knowing

- Understand the roles of teacher and learner
- Understand a variety of techniques and methods in teaching to facilitate learning
- Understand effective means of evaluation for teaching success
- Understand ways accommodating the unique learning situation of each class

b. Being

- Become a person that can positively relate to students to facilitate learning
- Cultivate faith that students will learn from their teacher
(The ultimate goal of Christian teaching is to strengthen faith to withstand the force of secular faith that dominates in education. Secularism is a strong delusion that leads to believing a lie.)
- Become a life-long learner equipped to help all students grow in faith and understanding

c. Doing

- *Fides quaerens intellectum* (St. Anselm: *Christian thinker* and *Christian thinker*)
- Create lessons and courses within the scope of the student's discipline
- Develop effective evaluation tools
- Develop a personal teaching style for pedagogical success

Requirements

a. Texts

These texts are designed as a resource for instructors at the post secondary level. They should serve as a resource for course assignments and preparation for the task of teaching.

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. (Be sure to get the fourth edition.)

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.

Palmer, Parker J., *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Twentieth anniversary ed. Hoboken, NJ. Jossey-Bass, 2017.

(This text is in its twentieth edition. Education has increasingly become concerned with externals to the neglect of the important goal of the character development of the student. This book helps address a variety of aspects of the educational challenge.)

Textbook Purchase

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Bookstore Phone: 416 620 2934
Cell to text orders: 416 668 3434
Email for orders books@readon.ca

The new Hurlburt Family Bookstore is located beside the Chapel entrance, opposite Cullen Hall.

b. Assignments

i. Research Topic and Annotated Bibliography: 10% of course grade

- Students will determine a topic of research that is of interest to them and part of the content of this course. The topics provided below are some aspects of instruction that will be part of class sessions, but topic choice for the student is not limited to them. Each student must distribute to the class a description of their topic in 100 words or less. All topics will be approved in consultation with the class and the instructor. **Due January 19.**
- Develop an annotated bibliography of at least fifteen items in the area the topic chosen for research. Items listed should be predominantly recent, within the last decade. Each annotation should be 200–250 words. It should give a summary of

thesis of the study, the argument supporting it, and an evaluation. All bibliographies will be distributed to the class. **Due February 2.**

- a. Adult learners (including age differentials)
- b. Goals and outcomes of teaching
- c. Competency based teaching – objectives and limitations
- d. Learning and teaching styles
- e. Motivating students (extrinsic and intrinsic)
- f. Inner and outer life of a teacher
- g. Use of technology in instruction
- h. Student diversity – handicapped students (deaf/mute, visually impaired, quadriplegic)
- i. Students in distress, mental health issues, social issues
- j. Merits of tenure, adjunct, and part time teaching
- k. Online teaching strategies
- l. Gender and race issues in education
- m. The international student (language, cultural, and social issues)

ii. Research Paper and Class presentation: 35% of course grade

- The research paper is based on the annotated bibliography submitted by the student. The student will complete a research paper of 6000–7000 words supporting a thesis of the topic area and including pragmatic implications for a teacher. Bibliography should include items beyond those annotated.
- Each paper will be distributed to the class one week before the presentation.
- Each presentation should demonstrate effective technique in the teaching method chosen and engage class questions and discussion.
- Each class member will provide an approximately 100 word evaluation of each presentation the week following the presentation. These will be given to the instructor and the student.
- Presentations will be about 45 minutes depending on class size. Dates of presentations will be determined on **January 19.**

iii. Philosophy of Education: 15% of course grade; due February 9

- Choose an institution where you have studied or where you would like to teach. Examine the mission statement of the institution and the program in which you would be teaching. Analyse and evaluate how that program contributes to the stated mission of the school. Submit your analysis in an approximately 300 word review. (5%)
- In about 100 words write out your own philosophy of education as you would submit it as part of an application to teach at the selected school. (10%)

iv. Syllabus and Lesson plan: 30% of course grade; due March 23

- Choose a course from the program that you have evaluated. Consider the demographics of the school, your own educational philosophy as it relates to their program, the facilities you would be working in, and any other factors that would affect the teaching of a course. Create a syllabus to teach the course you have chosen. This syllabus should include all the elements the dean or principal would expect for your course, including bibliography if that is an expectation. Each student will briefly present the goals of their course and how they are to be achieved in class. (20%)
- Design a lesson for the syllabus you have created that would cover one class period. This lesson plan should show clearly what you hope to accomplish in that class and how that will contribute to the objectives and goals of the syllabus. It should indicate the content to be covered and the strategies by which this will be done, including all audio-visual aids that will be used. (10%)

v. Online syllabus: 10% of course grade; due March 30

Design an online version of the syllabus that you have created, assuming that it will be made available for students from other institutions that wish to use that course as a transfer into their program. This syllabus must include complete detail so it is clear how the requirements of each class session will be met, including files, videos, discussion, and assignments. This may depend in part on the platform that your chosen institution uses for online courses.

c. Grading and Due Date Summary

i.	Research topic and annotated bibliography	10%
	– Topic due January 19	
	– Annotated bibliography due February 2; 10%	
ii.	Research paper and class presentation	35%
	– Research paper due March 9; 25%	
	– Class presentation and evaluations set Jan. 19; 10%	
iii.	Philosophy of education	15%
	– Evaluation of school program due Feb. 9; 5%	
	– Personal philosophy of education due Fe. 9; 10%	
iv.	Syllabus and Lesson Plan	30%
	– Syllabus due March 23; 20%	
	– Lesson Plan due March 23; 10%	
v.	Online syllabus due March 30	10%

Class Schedule

This is a preliminary draft of a class schedule. Class presentations are an important part of the class schedule. Fundamentals will be covered in the first sessions. The selected course topics and times of discussion will depend on dates of student presentations.

- a. **January 12** Introduction to course and syllabus; discussion of assignments
Unique task of Christian education
- b. **January 19** Discuss research topics and set dates of class presentations
Issues unique to Christian and theological schools
- c. **January 26** Preparation of the teacher – motivation, personal strengths
- d. **February 2** Developing a philosophy of education
- e. **February 9** Course planning and syllabus design
- f. **February 16** Teaching techniques and learning styles
- g. **February 23** Student motivation and class participation
- h. **March 9** Case method and projects
- i. **March 16** Evaluation of student work and grading
- j. **March 23** Review of course syllabi by class members
- k. **March 30** Use of technology and online teaching
- i. **April 6** Dealing with faculty and institutional conflicts
Issues in community life and discipline

Course Policies

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: <https://mcmasterdivinity.ca/rules-regulations/>.

Gender 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).

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: <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in grade reductions.

Selective Bibliography on Curriculum, Teaching, and Learning

Au, Wayne. *Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing*. London: Routledge, 2012.

Beers, Stephen T. *The Soul of a Christian University: A Field Guide for Educators*. Abilene, TX: Abilene Christian University Press, 2013.

Brown, Peter C. *Make it Stick: The Science of Successful Learning*. Cambridge, MA: The Belknap Press of Harvard University Press, 2014.

Dockery, David S., and Christopher W. Morgan, eds. *Christian Higher Education: Faith, Teaching, and Learning in the Evangelical Tradition*. IL: Crossway, 2018.

Fleming, Neil D. *Teaching and Learning Styles: VARK Strategies*. Christchurch, New Zealand: Neil D. Fleming, 2001.

Habermas, Ronald T. *Introduction to Christian Education and Formation: A Lifelong Plan for Christ-Centered Restoration*. Grand Rapids, MI: Zondervan, 2008.

Harlos, Karen. "Toward a Spiritual Pedagogy: Meaning, Practice, and Applications in Management Education." *Journal of Management Education* 24 (2000) 612–27.

Jeynes, William, ed. *The Wiley handbook of Christianity and Education*. Hoboken, NJ: John Wiley & Sons, 2018.

Knight, George R. *Philosophy and Education: An Introduction in Christian Perspective*. 4th ed. Berrien Springs, MI: Andrews University Press, 2006.

Luetz, Johannes M. et al., eds. *Reimagining Christian Education: Cultivating Transformative Approaches*. Gateway East, Singapore: Springer Nature Singapore, 2018.

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Mannoia, V. J. *Christian Liberal Arts: An Education That Goes Beyond*. Landham, MD: Rowman & Littlefield, 2000.

Pazmiño, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. 3rd ed. Grand Rapids, MI: Baker Academic, 2008.

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

Reed, James E., and Ronnie Prevost. *A History of Christian Education*. Nashville: Broadman & Holman, 1993.

Ryle, Gilbert. "Teaching and Training." In *The Concept of Education*. edited by R. S. Peters, 105–19. London: Routledge & Kegan Paul, 1967.

Schön, Donald A. *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass, 1987.

Weimer, Maryellen. *Improving Your Classroom Teaching*. Newberry Park, CA: Sage, 1993.

Zlatkin-Troitschanskaia, Olga et al., eds. *Assessment of Learning Outcomes in Higher Education: Cross-National Comparisons and Perspectives*. Cham, Switzerland: Springer, 2018.

Related Websites:

Wabash Center – Seeks to strengthen and enhance education in North American theological schools, colleges and universities.

<https://www.wabashcenter.wabash.edu/>

Ontario Equity and Inclusion Strategy: <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>

Integration of Faith and Learning:

https://www.apu.edu/live_data/files/219/integration_of_faith_and_learning.pdf

Higher education: What's love got to do with it? Longings, desires and human flourishings (J. K. A. Smith): Keynote address presented at learning and loves: Reimagining Christian education.

CHC higher education research symposium, Brisbane, Australia:

<https://youtu.be/TAg6sn4XJMc>. [Video]

Disclaimer

This syllabus is the property of the instructor 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.

