Instructor: Eric Kyle                     Semester/Year: Spring 2021
Max. # of Students Allowed: 25

Short Description:
In this course, we will explore the foundations of developing liberatory educational ministries for individuals, relationships, communities, and societal structures. We will also engage with various types of educational ministry (e.g., Bible studies, small group ministries, etc.) as well as seek to understand how intersectionalities impact the design of these ministries.

Delivery Mode:
Synchronous via Zoom during the scheduled course time each week.

Course Rationale and Description
(Why do we offer this course? Which of LSTC’s degree program learning outcomes does it address?):

In this course, we will explore the question of what might make liberatory educational ministries truly liberating. By engaging with resources, case studies, and projects, we will seek to better understand how specific ministries are liberating for individuals, relationships, communities, and societal structures. We will also explore various types of educational ministry such as Bible studies, worship services, retreats, confirmation classes, community engagement events, curriculum development, and more. Throughout these explorations, we will seek to better understand how intersections of race, class, gender, age, sexuality, and other social-cultural locations might relate to these liberatory educational ministries. This course is designed to help students further develop their Education and Spiritual Formation competencies.

Course Learning Outcomes (Learners will be able to):
(What difference will this course make to students’ knowledge, skills, attitudes, and practices?):

By the end of this course, you will be able to demonstrate your abilities to…

1) Apply the Formation Framework, and its associated program development methods, in analyzing specific liberatory educational ministries.

2) Demonstrate your abilities to apply the Framework and its methods in designing liberatory educational ministries for specific case studies that can impact the each of the following levels: individual, relational, communal, and societal.

3) Demonstrate your abilities to design educational ministries for a wide variety of programs (e.g., Bible studies, small group ministries, retreats, confirmation classes, mission trips, etc.).

4) Articulate how race, class, gender, age, sexuality, and other social-cultural locations intersectionally impact the design of liberatory educational ministries.

Strategies for Learning):
(How shall we go about achieving these outcomes?):
Course Resources; Class Discussions & Presentations; Engaging Liberatory Educational Case Studies; Designing Liberatory Educational Ministries;

**Assessment:**
*(How shall we know if we, students and instructors, have been successful in achieving the outcomes?)*

Student’s progress towards the learning outcomes will be assessed via the following: Note-taking on course resources; Engagement with class discussions and activities; Designing liberatory educational ministries for a specific case studies and contexts;

**Required Bibliography:**

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Author</th>
<th>ISBN# (Required)</th>
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<tbody>
<tr>
<td><em>Pedagogy of the Oppressed</em> (1970)</td>
<td>Paulo Freire</td>
<td>978-0826412768</td>
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In addition to this text, we will be engaging with selections from the following texts. Chapters from these texts will be available on the course site, so you do not need to purchase these:


Additional information: