ML 601 PEDAGOGY SEMINAR for ThM/PhD STUDENTS:
TEACHING DISCIPLES
January 14-18, 2019, 8:30am - 12:30pm
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RATIONALE

Jesus’ disciples were commissioned to baptize and teach. The Church is thus a teaching, learning community and we are called to continue this ministry—as teachers and learners and as disciples who foster the teaching and learning of all in the Christian community. In looking at the role of teaching and learning in higher education in particular, we will address LSTC learning outcomes #5 [Demonstrates leadership skills for service in the ministry of education] and #6 [Demonstrates the ability to empower the ministry of the people of God and serve collegially within a local ministry setting], as well as some attention to outcome #3 [Demonstrates a knowledge of and ability to communicate the Christian heritage].

OUTCOMES/OBJECTIVES (What we should be able to do/demonstrate by the end of the course)

Learners will be able to:
1. Teach to a diversity of learners and learning styles using personal strengths, yet pushing growing edges
2. Identify, evaluate, select and procure educational resources: co-teachers, reading resources, physical spaces, & social media
3. Empower the entire seminary/university community to teach and learn
4. Respond as an educator to emerging contemporary social, technological and physiological environments
5. Demonstrate teaching as the culmination of information literacy. Information literacy is here defined as “the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”

In other words, the course will address LSTC Learning Outcomes #5, 6 and 3.

STRATEGIES (How we shall go about achieving these outcomes)

We shall
1. consult scholar practitioners of [Christian] education through their publications/readings, in class conversations and through in-class visits
2. research, evaluate and select published materials for use in teaching
3. teach a module based on the wisdom of the consulted practitioners and your analysis of resources and needs
4. teach one class based on the pedagogy seminar learnings and guidance of a faculty mentor.
COURSE REQUIREMENTS & ASSESSMENT (Artifacts that provide evidence of success in achieving the outcomes)

1. Class participation. Come to class with required reading completed and digested, evidenced by active engagement in class discussion. Due: every class

2. Two two-page reviews [one of a print resource/book you have read from the syllabus bibliography; one of a digital resource/website]. Review will consist of [no more than] a one paragraph summary of work; the remainder of the review will detail the usefulness (or lack thereof) of the resource for teaching and a description of how you judged the authoritativeness of the resource. You will detail the search strategy you used to find the website. Due January 26, 2018.

3. One four-page write-up of two visits with seminary professors. Among other things, you will ask them: “How did you learn to teach? What have you learned over the years about teaching? Why do you teach the way you do? What content resources do you use? How do you find out about such resources? How do you choose them? What are the joys/frustrations of seminary teaching? What do you wish seminary students knew about teaching?” The report will compare the two interviews and indicate what you will take from these interviews into your education ministry. Due: February 25, 2018

4. Documents of preparation leading up to the teaching of a class which will include: [1] description of your research and information gathering processes, and [2] a two-page teaching rationale & strategy [on provided outline] Due: the day you teach

5. Teaching of one 45-minute session on a subject you and your mentor decide, to be evaluated by classmates & the pedagogy course instructor about your teaching effectiveness in the manner of sermon critiques. You will then allow 15 minutes for pre-designated listeners to respond and open up the discussion to the entire class. Due: as decided by you & your mentor

6. One reflection paper of one to two pages in response to the classmate and instructor critiques of the portfolio and teaching event. Paper will focus on reflections about pedagogy and yourself as a teacher, and a revision of the session based on the experience. It will not be a paper about the content of the teaching session. Due: two days after teaching

PROPOSED COURSE SCHEDULE
We will meet daily January 21-25 from 8:30 a.m. to 12:30 pm. During this week students will identify a professor teaching an LSTC [or McCormick or CTS] course in the spring 2019 semester, and contract to work with him/her as a teaching mentor on developing and executing [that is, teaching] a pedagogical plan for [at least] one hour in that course. Turn in your written contract by January 31. The Pedagogy Seminar will subsequently meet for a final evaluation of our teaching sessions later in the spring, date TBD. N.B.: You and your teaching mentor may craft your own contract, but you are not to simply be a T.A.

OTHER MATTERS
Both LSTC and McCormick are committed to assist students living with a disability to thrive in our academic life together. Students are invited to discuss learning challenges you face with the instructor. You are encouraged to do so in the first two days of the term. Please consult the 2018-19 LSTC All-Students Handbook”.

PLAGIARISM and ACADEMIC WRITING
Consult LSTC’s definition of and policy concerning plagiarism [attached]. A good rule of thumb is to have no more than 15% of a paper be [attributed] quoted words; papers should overwhelmingly be in your own words. Consult the JKM Library’s resources on plagiarism for more assistance, or speak with the instructor.
REQUIRED READING


Christine Wenderoth, “Good reading by people of the book” in *Currents in Theology and Mission*, 40:4 [August 2013] [on course site]


SUGGESTED FOR RESEARCH and BOOK REVIEW


Web sites:  
www.religion-online.org  www.wabashcenter.wabash.edu  http://studyingcongregations.org  
SCHEDULE

Jan. 21  Who is a Teacher?

**Reading:** Parker Palmer. *The Courage to Teach*, chapters 1-5.

Jan. 22  Who is a Learner?

**Reading:** Bateson, *Peripheral Visions*, esp. chapters 1-3, 5,6,13.
   Fowler. *Faithful Change*, chapter 2. [course site]
   Howard Gardner, *Intelligence Reframed*, chapter 3. [course site]

Jan. 23  How do we Teach?

**Reading:** James M. Lang. *Small Teaching*
   Holly Inglis, *Sticky Learning*, chapter 5 & 7 [course site]

**Turn in website & book reviews**

Jan. 24  With What do we Teach? How do we find and select materials? Who publishes this stuff? How do we evaluate what we find? How do we design & create our own lesson plans?

**Reading:** William Badke, *Research Strategies*, 5th ed., chapters 1, 8 [course site]
   Therese Huston, *Teaching What You Don’t Know*, chapter 3 [course site]
   Barbara Fister “Library Babel Fish,” [blog] Inside Higher Ed

Jan. 25  Public church classroom: diversities of culture, commitments and technology

**Reading:** Nathan Loewen, Christopher Duncanson-Hales, G. Brooke Lester. *Effective social learning*, chapter 4 [course site]
   Sherry Turkle. *Reclaiming conversation*, chpt TBD [course site]
   Robin M. Smith. *Conquering the content: a step by step guide to online course design*, chapter 1 [course site]
   Christine Wenderoth, “Good reading by people of the book” in *Currents in Theology and Mission*, 40:4 [August 2013] [course site]
   Maryanne Wolf. *Proust and the squid: the story & science of the reading brain*, concluding chapter [course site]