

RLED610 (CHMN610) Teaching for Discipleship SYLLABUS

Instructor:	Kathy Beagles	Semester:	Summer 2009
Office phone:	471-6063 Home: 269-240-7630	Class schedule:	July 5 through 10
Office:	Seminary Hall S233	Credits:	2, 3 semester hours
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Office hours:	by arrangement	Rel. Ed. Web	www.growingdisciples.info

COURSE DESCRIPTION

Instruction in practical teaching strategies based on current research in learning and human development. Enhances skills in planning seminars and learning events for church, community, and school. Curriculum development, instruction, and assessment focused on transformation of behavior and values, emphasizing the teaching mandates of the Gospel Commission and Adventist Church.

COURSE OBJECTIVES (DESIRED OUTCOMES)

Knowledge: *Upon successful completion of this course, the student will understand–*

1. Elements of the Growing Disciples model
2. Selected, basic instructional terminology (See Glossary at the end of this syllabus)
3. Kolb's learning theory and how it relates to discipling
4. Osmer's four tasks of practical theology and how they relate to the teaching ministry.
5. Steps in the backward design process
6. Instructional strategies for effective, transformational learning in the nonformal setting.
7. Varied characteristics and needs of individual learners
8. The role of the pastor in supporting Adventist education

Skills: *Upon successful completion of this course, the student will be able to–*

9. Develop lesson plans
10. Conceptualize and write desired learning outcomes grounded in theology & learning theory
11. Use effective questioning techniques
12. Teach using a variety of appropriately chosen instructional strategies
13. Develop a workshop or seminar
14. Serve as a peer coach for teaching
15. Assess learning outcomes
16. Assess teaching effectiveness

Attitudes, Values, Commitments: *Upon successful completion of this course, the student will–*

17. Value the intentionality of discipling others
18. Value and commit to continuous improvement in curriculum design and teaching strategies.
19. Value life-to-life transference for discipling
20. Be committed to teaching for discipleship.

RATIONALE

To “make disciples” is at the heart of the Great Commission that Jesus gave to the church. He explains how to make disciples when he continues by saying we are to “go,” “baptize,” and “teach them to obey.” (Matt. 28:18-20). Too often the Seventh-day Adventist Church has focused on the evangelism (baptize) command to the exclusion of the discipling and teaching commands. Baptisms are quantifiable and easy to measure; however, growth in discipleship is qualitative and difficult to measure. To become a disciple of Jesus is to grow into his likeness. This growth encompasses all of life; it is not limited to intellectual development. Because discipleship encompasses our relationship to Christ and our relationships with people, teaching for discipleship must also deal with behaviors, attitudes, values, and commitments. Transformation of character to conform to Christlikeness is no easy or short-term task. It is, however, the central work of the church to partner with the Holy Spirit to fulfill the Great Commission. The teaching ministry supports that work.

It is hoped that one outcome of this course will be to raise awareness in the Seventh-day Adventist Church about the importance of discipling. Another desired outcome is that the course will increase the number of people equipped to be disciplers. These desired outcomes support the central purposes of Religious Education and key aspects of the missions of the Seventh-day Adventist Theological Seminary and Andrews University.

KNOWLEDGE BASE

Both theology and learning theory are needed to create a model for discipling. Without such grounding to evaluate curriculum, the choices of what to teach and how to teach it are made on the basis of teacher preferences or clever marketing of published materials.

The biblical theology of discipleship that is used for this course is based on Michael Wilkins’ work, *Following the Master: A Biblical Theology of Discipleship* (1992); on the “great doctrines” that Cloud and Townsend (2001) link to how people grow spiritually, emotionally, and relationally; and on the “marks” of a disciple identified by Jesus and recorded in the gospel of John (John 8:31-32, abiding in the word; 13:34-35, loving one another; 15:8, bearing fruit).

Transformational teaching modeled by Jesus and transformational learning resulting from the work of the Holy Spirit are considered to be essential for changes leading to more faithful discipleship and to maturity in Christ (White, 1903; Zuck, 1998). In this course, processes studied for transformational learning are derived from Loder’s “transforming moment,” from David Kolb’s experiential learning theory, from Osmer’s (2005) four tasks of practical theology; from David Benner’s environment of love; and from the processes of discipling conceptualized by Jeffrey Jones (2006) and augmented by the Jane Thayer (2006). These experiential or active learning theories will govern the strategies for teaching that is transformational. They are encompassed in the Growing Disciples Model, which is currently in development by faculty from the Seminary, the School of Education, and the ministry departments of the General Conference of Seventh-day Adventists.

Characteristics of adult learning are based on the work of Malcolm Knowles (1988) and Merriam & Caffarella (1999) and, as applied in the church setting, on the work of Nancy Foltz (1986). The nonformal mode, in which most training for discipleship occurs, takes learning out of the familiar “requirements” of formal learning and places it in the realm of voluntary participation. The dynamics operating in the nonformal setting require special strategies. The nonformal learning model of a workshop (Klatt, 1999; Van Kavelaar, 1998), rather than the formal academic course, will be the teaching/learning unit studied. In addition, life-to-life transference and free-standing learning experiences will be taught and valued.

Curriculum development will utilize “backward design” (Wiggins & McTighe, 1998). The instructional strategies that will be taught and modeled come from the “dimensions of learning” (Marzano, et al., 1992), cooperative learning (Kagan, 1994), training workshops (Klatt, 1999; Van Kavelaar, 1998), the teacher’s personal collection, and other incidental sources. Peer coaching will be used to reinforce the learning of instructional strategies (Joyce & Showers, 1983). The importance of the role of the pastor in supporting Adventist education will be emphasized (Sudds, 2007). Assessment is considered an integral part of the teaching/learning cycle. Formative assessment will be taught and used throughout the course (Angelo & Cross, 1993).

Reference List for the Knowledge Base

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.
- Benner, David G. (2003). *Surrender to love: Discovering the heart of Christian spirituality*. Downers Grove, IL: InterVarsity.
- Cloud, H., & Townsend, J. (2001). *How people grow: What the Bible reveals about personal growth*. Grand Rapids, MI: Zondervan.
- Collinson, S. W. (2004). *Making disciples: The significance of Jesus’ educational methods for today’s church*. Eugene, OR: Wipf and Stock Publications.
- Foltz, N. T. (Ed.). (1986). *Handbook of adult religious education*. Birmingham, AL: Religious Education Press.
- Garmston, R.J. & Wellman, B.M. (1992). *How to make presentations that teach and transform*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jones, J. D. (2006). *Traveling together: A guide for disciple-forming congregations*. Herndon, VA: The Alban Institute.
- Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers.
- Klatt, B. (1999). *The ultimate training workshop handbook : A comprehensive guide to leading successful workshops & training programs*. New York : McGraw_Hill.
- Knowles, M. S. (1988). *The adult learner: A neglected species* (3rd ed.). Houston, TX: Gulf Publishing.
- Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, N.J.: P T R Prentice Hall.
- Loder, J. E. (1989). *The transforming moment* (2nd ed.). Colorado Springs, CO: Helmers and Howard.
- Marzano, R. J., Pickering, D. J., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning: Teacher’s manual*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide* (2nd ed.). San Francisco: Jossey-Bass.
- Osmer, R. R. (2005). *The teaching ministry of congregations*. Louisville, KY: Westminster, John Knox Press.

Van Kavelaar, E. K. (1998). *Conducting training workshops: A crash course for beginners*. San Francisco: Jossey-Bass/Pfeiffer.

White, E. G. (1903). *Education*. Mountain View, CA: Pacific Press.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilkins, M. J. (1992). *Following the Master: A biblical theology of discipleship*. Grand Rapids, MI: Zondervan.

Zuck, R. (1998). *Spirit-filled teaching: The power of the Holy Spirit in your ministry*. Nashville, TN: Word, Thomas Nelson.

PHILOSOPHY

Andrews University approaches education from the holistic perspective of body (*corpus*), mind (*mens*), and spirit (*spiritus*). In a direct way, the religious education program addresses the spiritual dimension of humankind and of education. The University's mission statement proclaims that "Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church." The Theological Seminary states that its mission is "to educate men and women from around the world to proclaim the everlasting gospel of Jesus Christ in the setting of the three angels' messages of Revelation 14." The mission of the Religious Education program is to prepare men and women to fulfill the teaching and discipling mandates of the gospel commission.

The religious educator oversees the teaching ministry of the church, working to fulfill that part of the gospel commission that commands the church to "make disciples . . . and to teach them to obey" (Matt. 28:19-20) and to fulfill the role of the pastor/teacher who is "to prepare God's people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ" (Eph. 4:12-13). This course embodies the core of the philosophy of religious education.

READING REQUIREMENTS

Required for 2 and 3 credit:

Lee-Thorp, K. (1998). *How to ask great questions: Guide your group to discovery with these proven techniques*. Colorado Springs, CO: NavPress.

Thayer, O. J. (2006 draft). *Teaching for discipleship: Strategies for transformational learning*. Berrien Springs, MI: (self-published).

White, E. G. (1993). *Education*. Mountain View, CA: Pacific Press. (Selected chapters: Chapter 8—The teacher sent from God; Chapter 9—An illustration of his methods; Chapter 20—Bible teaching and study).

Required for 3 credits; recommended for 2 credits

Cloud, H., & Townsend, J. (2001). *How people grow: What the Bible reveals about personal growth*. Grand Rapids, MI: Zondervan.

Recommended

Benner, David G. (2003). *Surrender to love: Discovering the heart of Christian spirituality*. Downers Grove, IL: InterVarsity.

Hestenes, Roberta. (1983). *Using the Bible in groups*. Philadelphia, PA: The Westminster Press.

Jones, Jeffrey D. (2006). *Traveling together: A guide for disciple-forming congregations*. Herndon, VA: The Alban Institute.

Recommended for Family Life Education students

Powell, Lane H., & Cassidy, Dawn. (2001). *Family life education: An introduction*. Columbus, OK: Mayfield. For this class, you need read only the first two parts. (The first 128 pages)

GRADED ASSIGNMENTS WITH WEIGHTS

The weight of all the assignments totals 100. Weight, not possible points, determines the importance of an assignment.

<i>Assignments to complete before intensive</i>	<i>Points</i>	<i>3-credit additions</i>	<i>Points</i>
3 S.S. class observation reports (form on d21)	10		
Insight paper on <i>How to Ask Great Questions</i>	10		
<i>Assignments to complete during intensive</i>			
Sabbath School lesson plan	10		
2 practice teaching sessions	10		
Peer coaching during practice teaching	05		
5-part “final exam” (one part each day)	20		
<i>Assignments to complete after intensive</i>			
Paper on the pastor and the school	05	5 page book critique	25
3-session seminar or workshop	25	Additional 3-session seminar	25
2 assessment forms from Sabbath School lesson teaching	05		
Total	100	Total	150

Grades will be based on the following percentages of overall points:

A = 95- 100%	B- = 80-82%	D+ = 67-69%
A- = 90 - 94%	C+ = 77-79%	D = 60-66%
B+ = 87- 89%	C = 73-76%	F = Less than 60%
B = 83- 86%	C- = 70-72%	

BRIEF ASSIGNMENT EXPLANATIONS

Assignments to complete before intensive

Observation reports: Using the evaluation form posted on d21, you will observe sessions of youth or adult Sabbath School teaching, and complete the form as directed. Bring three reports with you to class.

Insight paper on *How to Ask Great Questions*: This “paper” does not to be written in essay form. Except for the last section, it can be a bulleted list. For each of the 8 chapters in the book, write 2 or 3 new insights that you value the most. At the end of the paper write a healthy-sized paragraph that explains how you will improve your skill as a discussion leader based on what you learned about asking questions.

Assignments to complete during intensive

Sabbath School lesson plan: Following the format of a lesson plan on pages 52 and 53 in *Teaching for Discipleship*, you will design a single Sabbath School lesson plan to teach after the intensive class time. The assignment will only be completed after you have actually taught the lesson. Assessment forms will be required as “proof” of your teaching.

Practice teaching: Using your Sabbath School lesson plan, you will select a 10 or 15 minute segment to teach before a group of 2-4 classmates (actual times and group numbers will be determined in class). The segment should give you opportunity to use a teaching strategy involving active student learning. You will do two teaching segments.

Peer coaching: Forms for coaching will be provided to you when the practice teaching is done. You will be evaluated on your skill in observation and in writing comments pointing out good aspects and aspects that need improving in your classmates’ teaching.

5-part “final exam” (one part each day): The “final” exam will be divided into five parts. At the end of each day the portion of the Thayer book that will be tested the next day will be announced.

Assignments to complete after intensive

Paper on pastor and the school: In this 2 to 3 page paper, you are to describe and explain what you would want your pastor to do for the local church school and its students. Assume that your children attend that school. If you yourself are the pastor of a church that has a church school, explain how you plan to support the school and interact with its students.

3-session seminar or workshop: You will develop a 3-session teaching/learning workshop for teaching the Bible for transformation, a spiritual discipline, (or some other topic approved by the teacher). Each session would be designed for a 50 to 90 minute learning time. Assessment forms are to be included, and handouts are preferred.

Assessment forms from teaching of Sabbath School lesson: When you teach the Sabbath School lesson, you will hand out 2 assessment forms for people to fill out anonymously. One will assess learning outcomes; the other will assess teacher effectiveness. You would compile the information on these forms that you collect from people and write a brief summary of what you have learned about (1) what the learners learned, and (2) what you learned about your effectiveness as a teacher. You will hand in all the assessment forms with your S.S. lesson plan.

Additional assignments for 3-credit students

Additional 3-session seminar or workshop (see above).

5 page book critique: You will read *How People Grow* by Henry Cloud and John Townsend and write a 5 page paper critiquing its usefulness for teaching for discipleship.

MISCELLANEOUS ITEMS

Attendance

Regular and punctual attendance is expected at all classes and other required sessions such as teaching/coaching labs and small group work.

Academic Integrity

From the *2008-09 Andrews University Bulletin*:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters (p. 28).

(A list of behaviors that constitute academic dishonesty follows the above statement.)

You should pay particular attention to the matter of plagiarism. The following definition may help you to understand the various forms that plagiarism can take:

Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write. (Barbara G. Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 300)

Students who have studied in countries where plagiarism is not defined as stated in the above paragraph should acquaint themselves with academic standards in the United States. If you so desire, the instructor will assist you on an individual basis in understanding what constitutes plagiarism.

All written work turned in to the teacher should be prepared by you alone, unless the teacher has given a specific group project. It is so easy to copy material from electronic sources. Such copying without acknowledgment of the source will result in your paper being returned to you with a failing grade.

Deadlines for Assignments

Assignments are due at the times given by the teacher. If you are absent or not prepared to teach on a day dedicated to teaching, you may not have an opportunity to make up this work because it requires the involvement of your classmates. In any case, making up such an assignment will require a lot of extra effort on your part and on the teacher's part. Because this course is an intensive and allows a DG, you will have until November 15 to complete the assignments designated as due after the on-campus classes. Please send hard copies of all assignments. Before you send the material, make sure that you have saved an electronic copy of everything that you can. If you do not have an electronic copy of some item, be sure to make a photo copy of it. Keep these duplicate materials until you see that a grade has been recorded in the Records Office for the course.

Style and Format of Written Work

Written assignments should follow the style of the *Publication Manual of the American Psychological*

Association and the format as detailed in the *Andrews University Standards for Written Work* Please do not enclose written work in plastic binding of any kind. The instructor prefers no folder or binding unless the assignment consists of a variety of shapes or is larger or smaller than the standard 8.5 X 11. (This may be the case for your seminar/workshop project.)

*Regarding manuscript matters: Double space your manuscript, but do not double, double space between paragraphs. Instead, indent paragraphs 6 to 8 spaces. Always do a spell check. Do not justify your right margin. A sample of an appropriate title page for this course can be found at the end of this syllabus. **ALWAYS** keep a copy (preferably an electronic copy) of the work that you submit to the instructor. And keep all graded, returned assignments—at least until your grade for this course has been recorded in the Records Office.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Changes in This Syllabus

If adjustments or changes are made to this syllabus, students will be notified in class verbally or in written form.

COMPETENCIES SUPPORTED BY THIS COURSE

This course provides several important skill competencies needed by students in the Master of Divinity program, the Religious Education program, the Youth Ministry program, and the Graduate certificate in Family Life Education program. Work that you do in this course should be documented with written accounts and photos to place in your portfolio. Specific competencies for three of the programs are given below:

Master of Divinity	<p>1. Maturing Christian who</p> <ul style="list-style-type: none"> a. Accepts the central role and the transforming power of the Father, Son, and Holy Spirit in his/her spiritual life. b. Knows how to use the biblical spiritual disciplines, especially prayer and the study of the Scripture; <p>5. Discipling Pastor who</p> <ul style="list-style-type: none"> a. Recognizes the dynamics and complexity of human nature; b. Values the power of faith and intercessory prayer; c. Is able to inspire and mentor members in spiritual growth d. Demonstrates ability to build community and nurture positive relationships; e. Disciples individuals through passionate Bible teaching. <p>8. Prophetic Change Agent who</p> <ul style="list-style-type: none"> a. Values a sense of justice and advocates for equity, fairness, and religious liberty for all.
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GLOSSARY

assessment

backward design

Bloom's taxonomy of cognitive learning

CAT

constructivism

desired outcomes

dimensions of learning

discovery learning

titles of instructional strategies in the text

KSAs

learning domains

cognitive

affective

behavioral

learning modes (settings)

formal

nonformal

socialization

lesson plan

Maslow's hierarchy of needs

seminar

transmission

workshop

Kolb's experiential learning theory

Osmer's four tasks of practical theology

OBSERVATION REPORT FORM

Your name _____

Date of observation _____

Location of S.S. class _____

Number of participants in class _____

Definition of **discipleship** (Thayer, p. 2, from Wilkins): “Disciples are people who are becoming like Jesus as they walk with him in the real world.”

Differences between **teaching religion** and **teaching for discipleship** (Thayer, p. 6): “Teaching religion and teaching discipleship are not the same, nor can discipleship be taught using only the strategies needed for teaching religion.”

Definition of **learning** (Thayer, p. 6, from Mezirow): “Learning can be thought of as a process by which behavior changes as a result of experiences . . . the defining characteristic of learning in adulthood” is “changes in perspective.”

Describe the teaching method/s in 25 words: _____

To what extent was the experience “teaching religion”? (on a scale from 1 to 5, 1 being very little, and 5 being very much) _____

To what extent was the experience “teaching for discipleship”? _____

In your opinion, what accounted for each of the rankings you just assigned this experience (50 words)?

Based on what you are learning in the class “Teaching for Discipleship,” what advice would you give this teacher to improve students’ learning experience? Or, what strategies of this teacher would you like to incorporate in your own teaching for discipleship (50 words)?
