

## Course Outline: 2021-22

### Religious Education 5203b Introduction to Christian Education



**Location:** Huron University College (in-class or online)  
**Day:** Tuesdays  
**Time:** 2:30 – 5:00 p.m.  
**Instructor:** Bradley T. Morrison, D.Min., R.P. (CRPO)  
**Contact info:** bmorri49@uwo.ca

### Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

**Recording of Classes:** All of the remote learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

### Prerequisites Required for this Course: none

Antirequisites(s): Field Education 5310, Pastoral Theology 5239, Religious Educ. 224b  
Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### Course Description

An overview of Christian education. Students are introduced to basic competencies developed for teaching ministry in faith communities. Course seminars and professional literature will integrate knowledge of learning theory, developmental theory, and philosophy and theology of education. Students will practice basic teaching and small group leadership with an emphasis on individual and communal transformation for mission.

### Course Outcomes

The course objectives and related learning outcomes (see *Vocational learning framework for pre-service Christian educators*) are designed to prepare students for paid, accountable leadership in congregations:

- 1) That students develop and *understanding* of pre-service knowledge and skills for teaching ministry;

- 2) That students develop *critical reflection skills* to integrate theology and learning theory for teaching ministry;
- 3) That students form *attitudes, habits and character* needed for mature teaching ministry with all ages;
- 4) That students *practise skills* for teaching ministry and group facilitation in faith communities.

## Course Materials

- 1) **OWL-Sakai.** Students are required to have access to an adequate computer and internet connection to access the online OWL course site. Students are responsible for monitoring class notices related to assignments, weather-related cancellations, and building closures. Students should use the OWL messaging tool (rather than the instructor's UWO email address) for all electronic course communication with the instructor.
- 2) **Readings.** Students are required to read course texts prior to each class (see course schedule below). Required course texts are available through the Western Bookstore, through the OWL course site, or on reserve at the Huron library. Required course texts include:

Tye, Karen B. (2000). *Basics of Christian education*. St. Louis, MO: Chalice Press. (purchase through Western Bookroom)

Noddings, Nel. (2006). *Philosophy of Education. (2nd Ed.)*. Boulder, CO: Westview Press. (available at Huron Library or online – Do not purchase)

Morrison, Bradley. (2014). *Vocational learning framework for pre-service Christian educators*. Unpublished. (on OWL)

## Assignments & Methods of Evaluation of Assignments

- 1) **Practise Teaching** (25% of final grade) (SLO 4.2, 4.3b, 5.1, 5.2). Students are required to prepare and present an in-class lecture. The lecture will draw on content from an assigned chapter of Noddings, Nel. (2006). *Philosophy of education. (2nd ed.)*. The schedule will be decided in consultation with the instructor. (If a larger class requires team teaching, then tasks will be divided according to instructions provided by the instructor.) Practise teaching is 30 minutes followed by 20 minutes of evaluative feedback from classmates. *Note:* Students scheduled for Practise Teaching in the first half of the course will be scheduled for Group Facilitation in the second half of the course, and vice versa. See assignment rubric in OWL.
- 2) **Group Facilitation** (25% of final grade) (SLO 4.2, 4.3b, 5.1, 5.2). Students are required to prepare and facilitate an in-class group learning exercise with classmates as participants. Students will integrate Gardner's multiple intelligences model with group process skills. The schedule will be decided in consultation with the instructor. (If a larger class requires team facilitation, then tasks will be divided according to instructions provided by the instructor.) Group facilitation is 30 minutes followed by 20 minutes of evaluative feedback from classmates. *Note:* Students scheduled for Practise Teaching in the first half of the course will be scheduled for Group Facilitation in the second half of the course, and vice versa. See assignment rubric in OWL.

- 3) **Integrative paper** (30% of final grade) (SLO 4.2, 4.3b, 5.1, 5.2). Students are required to submit a 13 page paper (12pt font, double spaced, excluding bibliography), due in class on Week 12. A penalty of 20% applies to late submissions. See assignment rubric in OWL.
- 4) **Class participation** (20%) (SLO 2.1). Students are expected to participate in class discussions, practise sessions, and online assessments and discussion forum. Attendance throughout the course is required. ***Student learning outcomes and assignments cannot be completed successfully with multiple missed classes.*** Students should make the necessary arrangements around family and work responsibilities, including having others on call for pastoral duties, to ensure uninterrupted class attendance. Students encountering personal or family emergencies will be accommodated. Students are responsible for partnering with other students to obtain class notes for a missed class. Students are required to access and read the **Class Participation Rubric**, which describes expectations related to:
  - Attendance (5 points)
  - Attitude and Initiative (5 points)
  - Class and Online Activity (10 points)

## Course Schedule

1. **Tuesday, January 11, 2022** (Online only)  
**Integrated Model of Christian Education**  
 Topics: course objectives, student learning outcomes, and course requirements; correlation method in Christian education; student assumptions and experience.  
Required readings:
  - Tye, Chapter 1: What is Christian education?
2. **Tuesday, January 18, 2022** (Online only)  
**Christian Education Foundations** (SLO 1.5)  
 Topics: missiological foundations; philosophy of education; historical developments in Christian education.  
Required readings:
  - Tye, Chapter 2: Why do we educate?
3. **Tuesday, January 25, 2022** (Online only)  
**Contextual Factors** (SLO 1.4)  
 Topics: multiple intelligences (Gardner), learning styles (Kolb).  
Required readings:
  - Tye, Chapter 3: Where do we educate?Due this class:
  - Practise Teaching:
    - Noddings ch.3 (Analytical philosophy and education) *OR*
    - Noddings ch.6 (Epistemology and education)
  - Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**4. Tuesday, February 1, 2022**

**Curriculum**

Topics: curriculum selection and development, Christian practices, spiritual formation.

Required readings:

- Tye, Chapter 4: What do we need to know?

Due this class:

- Practise Teaching: Noddings ch.2 (John Dewey's philosophy of education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**5. Tuesday, February 8, 2022**

**Student Development** (SLO 4.3a)

Topics: cognitive development (Piaget), psychosocial development (Erikson).

Required readings:

- Tye, Chapter 5: Whom do we educate?

Due this class:

- Practise Teaching: Noddings ch.8 (Moral education)

**6. Tuesday, February 15, 2022**

**Moral and Faith Development** (SLO 4.3a)

Topics: moral and gender development (Kohlberg, Gilligan), faith development (Fowler).

Due this class:

- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**\*\* Tuesday, February 22, 2022 – No Class: Reading Week \*\***

**7. Tuesday, March 1, 2022**

**Critical Pedagogy** (SLO 4.3c)

Topics: Critical pedagogy (Freire), Christian education for justice ministry.

Required readings:

- Tye, Chapter 6: How do we educate?

Due this class:

- Practise Teaching: Noddings ch.5 (Critical thinking and education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**8. Tuesday, March 8, 2022**

**Assessment and Evaluation** (5.2)

Topics: assessment and evaluation in Christian education, student learning outcomes, Bloom's taxonomy.

Required readings:

- Tye, Chapter 7: How Are We Doing?

Due this class:

- Practise Teaching: Noddings ch.4 (Continental philosophy and education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**9. Tuesday, March 15, 2022**

**Commitment to Students and Student Learning** (SLOs 1.1, 1.2, 1.3, 4.3e)

Topics: ethics, duty of care.

Required readings:

- Tye, Chapter 8: What stands in our way?

Due this class:

- Practise Teaching: Noddings ch.9 (Political philosophy and education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**10. Tuesday, March 22, 2022**

**Leadership in Learning Communities of Faith** (SLO 2.1, 2.2, 2.3, 4.3g)

Topics: learning communities, communities of practice theory.

Due this class:

- Practise Teaching: Noddings ch.11 (Feminism and education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**11. Tuesday, March 29, 2022**

**Educational Research** (SLO 3.3, 4.3f)

Topics: Youth ministry education.

Due this class:

- Practise Teaching: Noddings ch.7 (Research and education)
- Group Facilitation: upcoming Sunday's lectionary reading or Qur'an

**12. Tuesday, April 5, 2022**

**Ongoing Professional Learning** (SLO 3.1, 3.2, 3.3, 4.1, 5.3)

Topics: education for ministry, theological reflection on learning, course evaluation.

Due this class:

- Integrative Paper

**Additional Statements:**

1. **Statement on Use of Electronic Devices:** It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.
2. **Statement on Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic offence, at the following web site:  
[https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

### 3. Plagiarism-detecting Software/Computer Marking:

A) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and turnitin.com (<http://www.turnitin.com>).

B) Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### 4. Support Services:

- Huron's Faculty of Theology, Office of the Dean: <http://www.huronuc.on.ca> > Theology
- Faculty of Theology office: [srice@uwo.ca](mailto:srice@uwo.ca), 519-438-7224, ext. 289
- Bachelor's Academic Advising at Huron: <https://huronatwestern.ca/student-life/student-services/academic-advising/>
- Huron's Writing Skills Centre: <https://huronatwestern.ca/library/writing-services/>
- Mental Health@Western: <http://www.uwo.ca/uwo.com/mentalhealth/> Students who are in emotional/mental distress should refer to this website for a complete list of options about how to obtain help.
- Student Accessibility Services: [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)  
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their faculty (normally their Dean and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged.
- Services provided by Western University Student Council: <http://westernusc.ca/your-services/>

### 5. Academic Accommodation for Absences: *Types of Accommodation and how to use them:*

[https://registrar.uwo.ca/academics/academic\\_considerations/index.html](https://registrar.uwo.ca/academics/academic_considerations/index.html)

*Student Medical Certificate can be found here, if required:*

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- i. **Submitting a Self-Reported Absence form** provided that the conditions for submission are Met (see below);
- ii. **For medical absences, submitting a Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration (for instance, when a Self-Report is not possible: any assignment worth more than 30%, final exams, or December mid-terms during exam schedule); or
- iii. **For non-medical absences**, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Any documentation required must be submitted by the student directly to your Faculty's Dean's office (or academic counselor), and not to the instructor. For students of the Faculty of Theology, all such documentation must be submitted to room A227. It will be the Dean's office that will determine if accommodation is warranted.

#### **Further Details about Requests for Academic Consideration Self-Reported Absence Form**

The full Policy on Academic Consideration for student absences is available at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf)

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This

option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48-hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence