



TYNDALE

• SEMINARY •

Course Syllabus

FALL 2017

**DESIGN TO LEARN: CURRICULUM THEORY & PRACTICE
CHED 0652**

SEPTEMBER 13 – DECEMBER 6, 2017

WEDNESDAYS, 2:15 – 5:05 PM

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Office Hours: As posted on door. Please make appointment through e-mail.

To access your course material, please go to <http://classes.tyndale.ca>. Please note that all official Tyndale correspondence (including return of graded assignments) will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

Churches often emphasize evangelism and church planting without giving sufficient attention to Christian nurture. Yet, strong churches are the result of teaching and discipleship whether in small groups or larger settings. How do we systematically pass on a faith tradition? How do we select appropriate curricula to meet the needs of learners? What content, outcomes and teaching strategies are appropriate? How do we assess for learning and growth? How do some of the leading churches in the GTA structure and organize their teaching and discipleship ministries? This course answers these critical questions. The purpose of this course is to equip pastors and discipleship leaders with curriculum theory so they can strategize for discipleship and faith formation in the church.

This course seeks to meet the Master of Divinity learning outcome #4: “To develop & hone skills for theologically reflective ministry practice in its various forms.”

II. LEARNING OUTCOMES

At the end of this course, the learner should be able to:

1. Outline the central concepts of curriculum theory and their implications in the design and assessment of educational programs for discipleship and faith formation.
2. Acquire a richer self-understanding of one’s development as a teacher-discipler through the use of “teacher chronicle” (see below).
3. Reflect upon classical forms of church life (proclamation, teaching, prayer/worship, fellowship, service) and make appropriate curricular judgments for discipleship and faith formation.
4. Develop or assess an educational program with greater precision and understanding.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville, KY: Westminster John Knox Press, 1989.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press, 1949.

These two texts are “classics” in the field of curriculum and Christian religious education. Other required readings will be from a selection of articles and chapters from other books, which would be read and discussed in class.

B. RECOMMENDED

Estep, James, Roger White and Karen Estep. *Mapping Out Curriculum in your Church: Cartography for Christian Pilgrims*. Nashville, TN: B&H Publishing Group, 2012.

Caffarella, R, Sandy Radcliff Daffron, Ronald M. Cervero and Sandra Radcliff Daffron. *Planning Programs for Adult Learners: A Practical Guide*. John Wiley & Sons, 2013. This is available as ebook at the Tyndale Library.

Ornstein, Allan C. and Edward F. Pajak, *Contemporary Issues in Curriculum*. Fifth edition. Upper Saddle River, NJ: Pearson Education, 2011.

Connelly, F. Michael and D. Jean Clandinin, *Teachers as Curriculum Planners: Narratives of Experience*. OISE and Teachers College Columbia University, 1988.

C. ASSIGNMENTS AND GRADING

1. “Teacher-Discipler” Chronicle (25 % of final grade)

Michael Connelly and Jean Clandinin insightfully emphasized that “the teacher is the curriculum” (Connelly and Clandinin, 1998, 10). The same curriculum can have vastly different results with two different teachers, because of the different values and knowledge each bring to the learning space. This assignment helps you to reflect on various people and events that have shaped the way you learn, teach and disciple others.

A “teacher-discipler” chronicle is more than just “family of origins;” it’s a time-line with a theme, your development as a “learner-discipler-teacher.” It may help you to “begin with the end in mind.” Ask yourself, “What kind of ‘learner-discipler-teacher’ am I today? Who were my ‘teachers-disciplers’? What values have I learned from them that impacted the way I teach and disciple?”

You will develop a 15-20 minutes slide (or PowerPoint, ppt.) presentation (include photos, stories of family, teachers/mentors, schools, extra curricular activities, etc.), outlining critical events that shaped you and your teaching values. This ppt. will be submitted for grading (no written assignment needed).

Due: A roster for the presentations will be developed for the class. A penalty of 1-point deduction for each minute of overtime will be imposed.

Evaluation criteria: clear values that influenced the way you learn, teach and disciple.

2. Harris Chapter Presentation (15 % of final grade)

Maria Harris, *Fashion Me a People* (1998) is a significant text in Christian religious education. Harris sees curriculum as the educative work of fashioning classical forms of church life (*kerygma* [proclamation]; *didache* [teaching]; *leiturgia* [prayer and worship]; *koinonia* [sharing] and *diakonia* [service]). Despite its date, her reflections are rich theologically and her applications are fresh. Harris explores the important connections between curriculum theory, ecclesiology and God’s mission (especially related to justice and peace).

Working in pairs, you will present a chapter from Harris, summarizing the main points. Then, provide a critique, noting the strengths and limitations of her ideas. Finally, highlight curricular implications for teaching and discipleship today. (20-25 mins) Conclude with two questions for small group discussions (20 mins) and close with a summary (5 mins).

Due: A roster for the group presentations will be developed for the class.

Evaluation criteria: as above.

3. Curriculum Project (50 % of final grade)

The curriculum project for this course involves either a design OR an assessment of a curriculum plan. This curriculum plan can relate to leadership development, small groups, children, youth/young adults, women or family-life education. You are encouraged to apply this project to your current ministry context.

The curriculum project should include the following elements:

- a) Description of the historical, social-cultural, theological/church contexts of learners
- b) Needs assessment of your learners, involving interviews
 - (i) Two leaders of the ministry (no details of interviews needed; only findings to be incorporated into your paper)
 - (ii) A focus group of 3-4 learners (participants)
- c) Purpose statement and learning outcomes
- d) Learning strategies for achieving these outcomes
- e) Description of how you will evaluate the program

Evaluation criteria:

The theory behind each of these steps will be covered in the lectures and readings. You need to demonstrate a clear grasp of the theory and evidence this by referenced citations to required readings (texts and articles discussed) and class lectures.

Due: December 15, 2017

Length: 12-13 pages, single-spaced.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted via Moodle by 12 midnight on the due date. Late papers will be penalized, with the reduction of 1 mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. All assignments will adopt the Turabian (footnotes) or APA style (see Tyndale, Writing Center resource page).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

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|--|-------|
| Teacher-Discipler Chronicle Presentation | 25 % |
| Harris Chapter Presentation (working in pairs) | 15 % |
| Curriculum Project | 50 % |
| Readings, discussion & class participation | 10 % |
| Total Grade | 100 % |

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|------------------------|--------------------------------|-----------------|
| September 13 | Introductions, Course overview | Siew 2006 |

| | | |
|-----------------|---|--|
| | Covenant, community & culture of learning | Harris, pp. 7-19 |
| 20 | Concept of Curriculum Discussion: Estep et al. (p. 22) Harris 3 (Ex. 2) Teacher Chronicle (Siew) | Estep, White & Estep (Estep et al.), 1 Harris 3 |
| 27 | Elements in curriculum cycle Contextual reflection | Harris 1-2 |
| October | | |
| 4 | Contextual reflection Needs assessment Chronicle presentation ¹ | Tyler 1-2 |
| 11 | Needs assessment II Purpose & objectives | Harris 4 Tyler 3 |
| 18 | Community lunch @ Siew's (class follows at home) ² Chronicle presentation | |
| 24-27 | Reading days (no classes) | Tyler 4 |
| November | | |
| 1 | Paul's curriculum model (Acts 20: 13-38) Educational philosophies | Estep, White & Estep 3 Harris 5 |
| 8 | Organization & structure Chronicle presentation | Tyler 5 Harris 6 |
| 15 | Curriculum models Class will be rescheduled to Nov 19 (Sunday at 10:30am), where we will observe how curriculum is used with Children and Youth ministry at Milal Church (time with Rev. Sung No, Senior Pastor) | |
| 22 | Curriculum models (guest/visit church) | |
| 29 | Teaching strategies Assessment /evaluation | Harris 7-8 |

¹ Chronicle presentations by class members begin this week and will follow a class roster.

² Bring a dish to share in this community meal; details and sign-up on Moodle.

December

6

Chronicle presentation
Wrap up

Harris 9

V. SELECTED BIBLIOGRAPHY

Bibliographic references will be provided as we cover various curricular topics through the course. You are also encouraged to refer to the bibliographic references in all your readings (texts and articles).