Course Syllabus

Fall 2015

PRINCIPLES FOR TEACHING AND LEARNING
教與學的基本原理
CHED CM12 X1

SEPTEMBER 25TH – NOVEMBER 21ST, 2015 (3 WEEKENDS)
FRIDAY: 6:45PM – 9:35PM; SATURDAY: 8:30AM – 4:20PM

INSTRUCTOR: DR. ANTHONY WING-HANG CHOW, PhD (鄒永恒博士)
Telephone number:
Email: achow@tyndale.ca
Office Hours: (by appointment)

To access your course material, please go to http://classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.
I. COURSE DESCRIPTION 課程簡介

This course will provide opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for students to examine a variety of teaching and learning theories and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Students will explore foundational principles and theories of teaching, learning and curriculum planning, in order to best design and implement effective learning experiences in churches/institutions.

本課程將探討教導與學習的基本原則與理念，並如何在教會教育事奉的過程中應用這些原理。學員將涉獵聖經、神學、歷史、心理學、方法學等教學基礎，並在從認識學生、課程設計、教學策略等層面來學習如何建立有果效的教會教導事工。

II. LEARNING OUTCOMES 課程目的

The goal of this course is to strengthen the ability of learners to integrate their understanding of learning into their ministry practices of teaching so that they become more effective facilitators, teachers and communicators. By the end of the course, students should be able to:

1. Identify biblical principles of teaching and learning for the church and Christian institutions;
2. Analyze and evaluate the principles, practices and dynamics of selected learning theories;
3. Analyze and evaluate various philosophical, theoretical and methodological views of teaching;
4. Identify and describe current practice as a teacher/pastor with its attending assumptions, beliefs, theories and values;
5. Analyze and create principles and practices of learning assessment for an instructional setting;
6. Explore and create teaching strategies and methodologies that can enhance effective learning experiences in churches/institutions.

學員在完成本科目後將可以：
- 掌握在教會或機構中進行教導與學習的聖經基礎；
- 了解及評價不同學習理論的原則、應用及其影響；
- 了解及評價不同的教導哲學、原理及方法；
- 掌握及了解其個人作為教師或牧者的個人假設、信念、理論及價值觀；
- 了解並建立個人在教學過程中進行學習評估的原理與實踐方法；
- 在教會或機構中建立及發展能增強學員學習果效的教導策略與方法。

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III. COURSE REQUIREMENTS 課程要求

A. REQUIRED TEXTS 必讀課本

   李菲兒著，《引爆學習 Very Match》。台灣：中國主日學協會，2004。

   韓霍華、甘肯尼合編，《基督教教育者手冊：學習教導》。美國：中華聖經教導協會，1997。

   黃慶雲著，《聖經教學實用手冊》。台灣：中國主日學協會，2011。

B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目
(See Selected Bibliography below 參看附加書目)

C. ASSIGNMENTS AND GRADING 作業及評核
The following assignments are to be completed as described below by the dates.

Required Assignments Summary – 100%
1. Annotation (3 articles) 反省文章 – 15% Due: Oct 16, 2015
2. Course Design & Presentation 課程設計及演試 – 35% Due: Nov 20, 2015
4. Classroom participation 課堂參與 – 10%

Annotation - 15%
Annotate any 3 articles from the text “Christian educator’s handbook on teaching.”
從《基督教教育者手冊：學習教導》中自選三篇文章，就文章的內容作出反省，並就每一篇文章撰寫不多於一頁的個人反省回應。

Course Design and Presentation – 35%
Design a course of at least 12 sessions that can be used in a local church setting. It can be a Sunday school course, a discipleship training or any other type of courses. A list of requirement will be
given by instructor. The design should show that the students understand the theories and principles of this Course. Students also need to give a 15 minutes presentation of the introduction of the course.

Research Paper – 40%
A Research Paper (12–15 pages in Chinese) is required. A list of topics will be given for students to choose. The paper will be evaluated on the internal consistency, clarity and style of work, the development of actual analysis and the conclusion, and the reference list. The conclusion should come out from analyzing different theories and thoughts about the chosen topic, instead of merely stringing notes together from books found in the library or merely presenting student’s own thoughts. Please beware that plagiarism will not be tolerated.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作業的一般性準則

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

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 polices 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.
E. SUMMARY OF ASSIGNMENTS AND GRADING 课程分数总结

Evaluation is based upon the completion of the following assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Annotation</td>
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<td>Course Design &amp; Presentation</td>
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<td>Research Paper</td>
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<td>Classroom participation</td>
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<td><strong>Total</strong></td>
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IV. COURSE SCHEDULE 课程进度表

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<tr>
<th>Day 1-2</th>
<th>Introduction: What is teaching? What is learning?</th>
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<tr>
<td></td>
<td>Biblical Theology of Teaching &amp; Learning</td>
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<tr>
<td></td>
<td>Basic Learning principles</td>
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<td></td>
<td>Learning Styles</td>
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<td>Friday, Sept 25</td>
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<td>Saturday, Sept 26</td>
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<td>Day 3-4</td>
<td>Basic Teaching principles</td>
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<td>Christian Teaching (2): Teaching Methods</td>
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<td>Multiple Intelligence &amp; Teaching</td>
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<td>Friday, Oct 16</td>
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<td>Saturday, Oct 17</td>
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<td>Day 5-6</td>
<td>Critical Reflective Teaching</td>
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<td>Growing as a Teacher</td>
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<td>Presentation</td>
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<td>Friday, Nov 20</td>
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<td>Saturday, Nov 21</td>
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V. SELECTED BIBLIOGRAPHY 參考書目

區應毓等。《教育理念與基督教教育觀》。多倫多：加拿大福音證主協會，2005。

鄒永恒著。《活學、活教、建立主門徒》。香港：華人聖經教導推行會，2014。

林來慰、成曾淑儀編。《生命的培育：信徒全面培育研究會彙報》。香港：世界華人福音事工聯絡中心，1991。

韋賀特著。黃碩然譯。《基督教教育與生命塑造》。香港：福音證主協會，1999。

吳梓明編。《邁向九十年代的基督教宗教教育》。香港：華人基督教宗教教育促進會，1990。

黃碩然編。《提升生命素質的培育》。香港：華人基督教宗教教育促進會，2001。

黃碩然。《教會教導事工的危機與轉機》。周建華主編。《教牧分享》2008年9月號。香港：世界華人福音聯絡中心，2008。

傅理樂著。黃懋昇譯。《教學與訓練的設計》。香港：浸信會出版社，1984。

雷譚淑明。〈廿一世紀基督教教育的挑戰〉。《中國神學研究院院訊》第237期(1997年5月)。香港：中國神學研究院，1997。

蕭克諧。《基督教宗教教育概論》。二版。香港：道聲出版社，1989。

譚天佑。《教會教育事工簡介》。香港：天道書樓，1983。

蘇文隆主編。《改變生命的基督徒教育》。洛杉磯：台福傳播中心，2004。


