



# TYNDALE

• SEMINARY •

## Course Syllabus

### Fall 2012

LEARNING BY DESIGN: CURRICULUM THEORY & PRACTICE  
CHED 0652

SEPTEMBER 13 – DECEMBER 14, 2012  
THURSDAYS 1:00 – 3:50 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://mtyndale.ca>

## I. COURSE DESCRIPTION

Churches often emphasize evangelism and church planting strategies without giving sufficient attention to discipleship and faith formation. Yet, strong churches are the result of discipleship education through purposeful educational strategies and curriculum design. Topics considered are curriculum design theory, learning needs, frame objectives, relevant subject matter, structure appropriate learning events, assessment, and program effectiveness. Also included are curriculum evaluation, implementing curricular change, the role of the teacher, relating curriculum theory to traditional forms of church life, and equipping educational leaders to deal with complex curricular issues in discipleship and faith formation in the church.

## II. LEARNING OUTCOMES

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

1. Understand the central concepts of curriculum theory and their implications in the design and evaluation of educational programs.
2. Acquire a richer self-understanding of one's development as a teacher-learner through the use of teacher chronicles (narratives) and see their vital impact on curriculum.
3. Reflect upon classical forms of church life (proclamation, teaching, prayer/worship, fellowship, service) and make appropriate curricular judgments for discipleship and faith formation in a congregational setting.
4. Develop or evaluate a curriculum plan for an educational program in a church or mission setting.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Maria Harris, [Fashion Me a People: Curriculum in the Church](#) (Louisville, KY: Westminster John Knox Press, 1989).

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

Elliot W. Eisner, *The Educational Imagination: On the Design & Evaluation of School Programs*, 3<sup>rd</sup> edition (Upper Saddle River, NJ: Merrill/Prentice Hall, 1979/2002).

This is a very expensive text. If you are a CE major, I encourage you to buy it as you will do well to re-read it through your ministry career. Otherwise, this will be on short-term loan on Library Reserve.

Articles by Siew, King, and chapter by Connelly & Clandinin.

## **B. ASSIGNMENTS AND GRADING**

- 1. Teacher Chronicle Presentation & Response:** Due dates vary; 15% of final grade (see course schedule).

### *Presentation*

Our development as teachers is closely tied to our personal history. We often participate in teaching/learning situations without realizing how some of these past events shaped us. We need to go back to our childhood and revisit various experiences and significant others that impacted our learning (and teaching). Such a teacher chronicle (or narrative) is not just a time-line; it's a time-line with a theme, it's about your development as a teacher/learner.

A chronicle or a personal narrative changes each time you write it. It really depends on your readers, what you want to highlight, as well as the developing themes. Narrative researchers talk about “a portfolio of identities” and a “growing awareness of self,” much akin to your maturing character. Thus, do not be surprised if you find your current chronicle is different from the other times you reflected on your life. Many already understand how important family origins are and you should review this section of your life too, but a chronicle is more than just family origins.

Students will take turns to present their chronicles in class. Creative use of photos, “memory box” items<sup>1</sup>, and other artifacts are encouraged. Students are expected to use MS PowerPoint for this presentation.

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<sup>1</sup> Things that hold special meaning to you, perhaps from childhood but can include what you collected into your adult life. These things are special because they reveal something of your person and character.

Note: Presentations will be between 20-25 minutes. A penalty of 1-point deduction for each minute of overtime will be imposed after 25 mins.

### *Response*

After each chronicle presentation, one assigned class member will write a one-page response to the presenter, highlighting 1-2 events that are formative to his/her development as teacher and 1-2 questions for reflection. This response letter will be copied to the instructor and other members of the class.

Each student will only need to write ONE response to ONE presenter for the course.

Length of Teacher Chronicle: 4-6 pages, single-spaced (point-form giving details, matching slides of your MS PowerPoint presentation).

Length of Response: 0.75 to one page, single-spaced.

Due: Teacher chronicle on day of presentation.

Response letter: One week after presentation.

A roster of presenters and respondents will be posted on Moodle.

## **2. Reflective Exercises & Discussions:** Due dates, see course schedule; 30% of final grade.

Maria Harris, [Fashion Me a People](#) is as insightful as it is provocative. Harris sees curriculum as the educative work of fashioning (or refashioning) classical forms of church life (*kerygma* [proclamation]; *didache* [teaching]; *leiturgia* [prayer and worship]; *koinonia* [community/sharing] and *diakonia* [service]) toward the formation of God's people. Her Roman Catholic background and theological emphases are evident in the text, and she helps us explore the important issues of peace and justice, which the evangelical Church does not stress enough.

You will read Harris and complete an assigned exercise at the end of each chapter. You will reflect upon the curricular implications as you review the various forms of church life. These reflective insights will be graded and form the bases of your discussion group learning every two weeks.

Length: One page, single-spaced (brief, point-form), submitted via Moodle.

Due: By 1PM on due dates (see course schedule).

**3. Review of Tyler:** Due on Dec. 6, 2012; 20% of final grade.

After a careful read of Tyler and Eisner in their entirety, you will review Tyler in light of insights drawn from Eisner. Eisner should be read slowly because his ideas are rich and deep, and you are advised to make notes as you progress. Your labor to understand Eisner will strengthen your foundations in curriculum theory because he is highly acclaimed in the field. To help you with the reading, the instructor will provide a reading guide for each chapter.

Length: 5 pages, single-spaced.

Evaluation criteria: Understanding Tyler (5%); understanding Eisner (8%); critical review (7%).

**4. Curriculum Project:** Due on Dec. 20, 2012; 35% of final grade.

The major project for this course is the development of an education plan using curriculum design principles. This plan should implement or improve on a Christian education program in a church or mission context. It may be related to leadership development, lay theological education, family-life education or community-based social/health education. You are encouraged to apply this project to your current ministry context.

The curriculum plan should include:

- i. A description of the historical, social-cultural, theological/church contexts in which you work.
- ii. A needs assessment, which develops a qualitative profile of your target group. This will include
  - (a) Interviews of 2 selected individuals
  - (b) A focus group interview of 3-4 people

- iii. Your program's purpose statement and an outline of desired outcomes.
- iv. A description of learning strategies for achieving these outcomes.
- v. A description of how you will evaluate the program.

Your curriculum plan will be prepared in incremental steps. The theory behind each step will be covered in the lectures.

Criteria for evaluation of your curriculum plan will include:

Completeness—were the topics treated with adequate depth and breadth?

Theoretical base—is there evidence of applying insights from readings? Is there evidence of reflective action and active reflection?

Contextualization—does the project reflect sensitivity to context?

Creativity—are the ideas fresh, exciting, stimulating, motivating?

Workability—could someone else carry out this plan on the basis of the information you have provided?

Logical flow—is the paper well organized?

Writing and presentation—is the writing neat, clear and interesting?

Detailed evaluation criteria for this project is posted on Moodle.

Length: 10-12 pages, single-spaced.

### **C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Apart from Assignment #2, all other assignments are to be submitted online via Moodle by 5:00PM 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. Students requiring extension beyond Dec. 20, 2012 will have to write to the Registrar.

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, Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://www.tyndale.ca/registrar/calendar>.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Teacher Chronicle Presentation & response	15%
Reflective Exercises (20%) & Readings/ Discussions (10%)	30%
Critical Book Review	20%
Curriculum Project	35%
Total Grade	100 %

**IV. Course Schedule, CONTENT AND REQUIRED READINGS**

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
<b>September</b>		
13	Course overview Learning Covenant	Siew articles <sup>2</sup> Harris, pp. 7-19
20	Concept of Curriculum	Connelly & Clandinin chapter <sup>3</sup>

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<sup>2</sup> On Moodle.

	Discussion: King, Harris 3 (Ex. 2) Teacher Chronicle Chronicle presentation: Siew	King article <sup>4</sup> Harris 3
27	Elements in curriculum cycle Contextual reflection Discussion: Harris 2 (Ex. 2) <sup>5</sup>	Harris 1-2
<b>October</b>		
4	Contextual reflection Needs assessment Chronicle presentation <sup>6</sup>	Tyler 1-2
11	Needs assessment II Purpose & objectives	Tyler 3-5 Eisner 5
18	Community lunch @ Siew's (class follows at home) <sup>7</sup> Chronicle presentation	review Eisner 5
23-26	Reading Days (no classes)	Eisner 1-4
<b>November</b>		
1	Paul's curriculum model (Acts 20: 13-38) Educational philosophies Discussion: Harris 4 (Ex. 4) & 6 (Ex. 3)	review Eisner 3 Harris 4, 6
8	Assessment & Evaluation Organization & structure Chronicle presentation	Eisner 8-9
15	Curriculum Model (Guest) Discussion: Harris 5 (Ex. 1, Q. 4-6, 9-10) and 7 (Ex. 2)	Harris 5, 7

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<sup>3</sup> On Moodle.

<sup>4</sup> On Moodle.

<sup>5</sup> The exercises, found at the end of each chapter in Harris will help you to reflect upon curriculum theory and its applications in the church. Your reflections (brief, in point form) will be the bases of your small group discussions on Sept. 27, Nov. 3, Nov.17, Dec. 1. Only these reflections will need to be submitted for grading via Moodle (on these dates by 1PM).

<sup>6</sup> Chronicle presentations by class members begin this week and will follow a class roster.

<sup>7</sup> Each student to bring a dish to share; more details to follow.

22	Curriculum Model (Guest) Chronicle presentation	Eisner 6-7
<b>November</b>		
29	Project update <sup>8</sup>  Discussion: Harris 8 (Ex. 1, Q. 1-4) and 9 (Ex. 1, Q. 1-3, 5-7)	Eisner 10-11 <sup>9</sup> Harris 8, 9
<b>December</b>		
6	Project update Wrap up	Eisner 12-13 <b>Due:</b> Tyler review

NOTE:

Based on student feedback from previous classes, I have reduced the workload for this course significantly but you may still find the readings and writing demanding. This is because I am covering three major areas which are foundational to your vocation: (1) curriculum theory, (2) teacher and curriculum (teacher chronicle), and (3) curricular implications in congregational life. The assignments have been carefully developed over the years to achieve specific learning outcomes in these three areas.

Please also note that 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).

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<sup>8</sup> All students will provide an update of their major curriculum project to the class.

<sup>9</sup> Read ONE of the four examples of educational criticism.