



TYNDALE

• SEMINARY •

Course Syllabus

FALL 2019

**CURRICULUM DESIGN FOR LEARNING AND DISCIPLESHIP
CHED 0652**

**SEPT. 20-21; OCT. 11-12; NOV. 8-9
(FRIDAYS 6:45 – 9:35PM; SATURDAYS 9AM – 4PM; LUNCH 12 – 1PM)**

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Access course material at <http://classes.tyndale.ca/>

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

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 will be able to:

1. Outline the central concepts of curriculum theory and their implications in the design and assessment of discipleship ministries in a church context.
2. Acquire a richer self-understanding of one’s development as a “teacher-discipler” through the use of a “chronicle of learning and discipleship.”
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. Assess an educational/discipleship program with greater precision and understanding.

III. COURSE REQUIREMENTS

A. REQUIRED READING

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

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

Stott, John. (2013 print or 2012 Kindle version). *The Radical Disciple: Some Neglected Aspects of Our Calling*. Downers Grove, IL: InterVarsity.

Tyler and Harris are “classics” in curriculum theory in university and Christian higher education. Other required readings in curriculum will be taken from chapters in Ornstein and Hunkins (2017), Caffarella et al. (2013), Estep et al. (2012), Elliott Eisner (2002), and F. Michael Connelly and Jean Clandinin (1988), listed below. There will also be some journal articles (from Selected Bibliography), making a total of about 200 pages.

B. SUPPLEMENTARY READING AND TOOLS

Ornstein, Allan C. and Hunkins, Francis P. (2017). *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

Caffarella, Rosemary S. and Daffron, Sandra Radcliff. (2013). [Planning Programs for Adult Learners: A Practical Guide](#). 3rd Edition. San Francisco: Jossey-Bass.

This is available as eBook at the Tyndale Library.

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

Eisner, Elliott W. (1979/2002). *The Educational Imagination*, 3rd edition. Upper Saddle River, NJ: Merrill Prentice Hall.

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

C. ASSIGNMENTS AND GRADING

1. Chronicle of Learning & Discipleship (15 % of final grade)

Michael Connelly and Jean Clandinin (1988), noted scholars in curriculum theory in Canada, insightfully emphasized that “the teacher is the curriculum” and encourage teachers to reflect on their unique “teacher chronicle” to gain insight into the “teacher values” that shaped the way they learn and teach.¹ This assignment helps you to reflect on your development as “learner-teacher” and “disciple-mentor.”

Draw a time-line of your development as a “learner” and “disciple.” Recall critical moments and people who impacted you and shaped your values in these two areas. Some questions for reflection:

(1) Who were the teachers who impacted you? What was it about the way they taught their subjects? How did they structure the learning space? How did they relate to students/you?

(2) What critical moments and/or significant people who impacted your growth as disciple? What were the significant lessons and how have these shaped you?

Using this time-line as framework, develop a 15 mins. MS PowerPoint (ppt.) presentation (include photos, artifacts, etc.), and outline how these people, critical moments, and learning experiences shaped you as “learner” and “disciple.” Your final slide would be a summary of important values that influenced the way you now teach and mentor/disciple others. This ppt. will be submitted for grading on the day of your presentation (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 outline of people, critical moments, and learning experiences that shaped you as “learner” and “disciple.” Clear summary of values that influenced the way you teach and disciple others.

¹ F. Michael Connelly and D. Jean Clandinin, *Teachers as Curriculum Planners* (OISE and Teachers College, Columbia University, 1998), 10.

2. Reading Responses: Harris (1989) and Stott (2010), 2 X 20 %

Reading responses provide opportunity to read, assimilate and reflect on central ideas in these texts. This assignment is in lieu of book reviews.

Before class each Thursday (12 midnight) and Saturday (8:45am), you will post a response to one question in Harris and one question in Stott, which will be posted in a forum on Moodle. Your response should include the following: insights from the authors (with referenced quotations), critical thinking (positive feedback, question, critique where necessary), and 1 application to your context. The word count for each response will be about 250 words (total 500 words). See Moodle for reading response questions.

Due: Posted on Forum by 12 midnight on Thursdays (Oct. 10; Nov. 7) and at 8:45am on Saturdays (Sept. 21; Oct. 12; Nov. 9)

Evaluation criteria: Clear and concise post, which engaged all aspects of the questions with insights from the authors (referenced quotations required), thoughtful engagement of ideas, and 1 application to your context.

3. Major Project (45 % of grade)

Option A: Mentoring for Learning²

- “Mentoring for Learning” (MFL) provides opportunity to summarize and discuss principles and practices of curriculum and discipleship and learn from another person’s perspectives.
- For this assignment you will need to find a mentee³ (e.g. small group leader, ministry leader, pastor) open to meet with you three times for a MFL relationship. In this relationship, you will share with this person what you learned in the course and seek to learn from his/her perspectives. To do this you will prepare a detailed presentation and meet with your mentee as follows:
 - MFL 1: Discuss sessions in Weekend 1
 - MFL 2: Discuss sessions in Weekend 2
 - MFL 3: Discuss sessions in Weekend 3
- In the MFL meetings you will
 - Share and discuss what you learned in the course readings and class sessions
 - Apply it to the mentee’s life and ministry experiences
 - Learn from the mentee’s perspectives
- Throughout the MFL experience, you will seek to understand your mentee and communicate care.
- Instructions for MFL Presentation and Reflections

² This assignment idea was adapted from Annette Ford’s course, CHED 0670: Strategic Leadership for Children and Family Ministry, to be offered in Winter 2020.

³ Although a mentee (e.g. pastor) may be more experienced in ministry, you are the “mentor” in that you are teaching material from this course. Of course, learning will be mutual in such a relationship.

1. Before each MFL meeting you will reflect on what you learned in the course readings and classes for that week and summarize the learning.
2. Consider how to present your lessons/concepts in a way your mentee will best understand it. Prepare a detailed summary of the salient points in a visual manner (e.g. video, PowerPoint presentation, graphic organizer, etc.)
3. Use your prepared visual to share the concepts with your mentee. Reflect and discuss together how these insights can better inform the curriculum and discipleship process in your mentee's ministry. It would not be surprising that along with major ideas in curriculum theory, insights from Harris would be more meaningful to a pastor and insights from Stott more relevant to a small group or ministry leader.
4. After each meeting, upload a copy of your visual to Moodle and post a 500-600 words reflection on:
 - a. What impacted you most from the course content
 - b. What insights on curriculum and discipleship were important to your mentee's context? What issues or questions were raised?
 - c. What you learned in the discussion

Due:

Visual and Reflection from MFL #1, Monday, Oct. 7, 2019 at 12 midnight.

Visual and Reflection from MFL #2, Friday, Nov. 1, 2019 at 12 midnight.

Visual and Reflection from MFL #3, Friday, Nov. 29, 2019 at 12 midnight.

Criteria: as in instruction #4 (above)

Option #B: Assessment of a Discipleship Program

This project involves an assessment of a teaching/discipleship program in a children, youth/young adults, men/women or family-life ministry or small group at your church. You need to talk to the leader of the ministry about various aspects of the program and do an "assessment" (observation, focus group interview). Assure the ministry leader that the aim is celebrate what is done well (not point to weakness/shortcomings), and mutual exploration of what can be done better.

This "assessment" of the curriculum should include the following elements:

- a) General description of the historical, social-cultural, theological contexts of learners
- b) Needs assessment of learners (how was this done; what are the needs?)
- c) Purpose statement and learning outcomes
- d) Learning strategies for achieving outcomes (one observation)
- e) Learners' experience: focus group interview of 3-4 people (about 45 minutes).

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 quotations to readings (texts and articles) and class lectures.

Due: Nov. 29, 2019

Length: 6-7 pages, single-spaced.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Chronicle of Learning & Discipleship (presentation)	15 %
Reading Responses to Harris & Stott (2 X 20 %)	40 %
Major Project	45 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

“Reading responses” (assignment #2) are to be posted to the forums (Moodle) by midnight Thursdays (Oct. 10; Nov. 7) or 8:45am on Saturdays (Sept. 21, Oct. 12, Nov. 9). All other assignments are to be submitted via Moodle by 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 [Tip Sheets](#)).

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 are encouraged to consult [Writing Services](#).

Students should also 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.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. 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 link can also be found in the left column on the course page. 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

This class will be interactive and will integrate lecture and class discussion. You are expected to attend class, read all materials and complete reading assignments prior to class, and come prepared to integrate readings/concepts into class discussion and activities.

Pre-reading and completion of "reading responses" (assignment #2) is expected prior to start of class each Thursday (except Sept. 19) and Saturday (see below). Late registrants are responsible for the consequences of partial preparation.

Day	Topic	Readings & Assignments Due
September 20-21 (Weekend 1)		
Friday evening	<ul style="list-style-type: none">• Introductions, Course & assignments	<ul style="list-style-type: none">• Siew (2006)• Harris 1 (chapter)

	<ul style="list-style-type: none"> • Covenant, community & culture of learning 	
Saturday morning	<ul style="list-style-type: none"> • Concept of curriculum • Chronicle (Siew) 	<ul style="list-style-type: none"> • Harris 2 (reading response, due Sat., Sept. 21 at 8:45am) • Stott 1 (reading response, due Sat., Sept. 21 at 8:45am) • Book chapter/Article
Saturday afternoon	<ul style="list-style-type: none"> • Elements in curriculum cycle • Contextual Reflection 	<ul style="list-style-type: none"> • Harris 3 (reading response, due Sat., Sept. 21 at 8:45am) • Stott 2 (reading response, due Sat., Sept. 21 at 8:45am) • Book chapter/Article
October 11-12 (Weekend 2)		
Friday evening	<ul style="list-style-type: none"> • Needs assessment • Chronicle 	<ul style="list-style-type: none"> • Harris 4 (reading response, due Thursday, Oct. 10 at midnight) • Stott 3 (reading response, due Thurs., Oct. 10 at midnight) • Tyler 1-2 • Book chapter/article
Saturday morning	<ul style="list-style-type: none"> • Purpose & objectives • Chronicle 	<ul style="list-style-type: none"> • Harris 5 (reading response, due Sat., Oct. 12 at 8:45am) • Stott 4 (reading response, due Sat., Oct. 12 at 8:45am) • Tyler 3 • Book chapter/article
Saturday afternoon	<ul style="list-style-type: none"> • Community lunch • Chronicle 	<ul style="list-style-type: none"> • Harris 6 (reading response, due Sat., Oct. 12 at 8:45am) • Stott 5 (reading response, due Sat., Oct. 12 at 8:45am) • Book chapter/article
November 8-9 (Weekend 3)		
Friday evening	<ul style="list-style-type: none"> • Educational philosophies (overview) • Paul's curriculum model (Acts 20) • Chronicle 	<ul style="list-style-type: none"> • Harris 7 (reading response, due Thursday, Nov. 7 at midnight) • Stott 6 (reading response, due as above) • Eisner 3 • Book chapter/article

Saturday morning	<ul style="list-style-type: none"> • Organization & structure • Assessment • Chronicle 	<ul style="list-style-type: none"> • Harris 8 (reading response, due Sat., Nov. 9 at 8:45am) • Stott 7 (reading response, due Sat., Nov. 9 at 8:45am) • Tyler 4-5 • Book chapter/article
Saturday afternoon	<ul style="list-style-type: none"> • Church visit/Guest • Chronicle 	<ul style="list-style-type: none"> • Harris 9 (reading response, due Sat., Nov. 9) • Book chapter/article

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Arranged by year of publication (in Chicago Style).

Curriculum (Books)

2017. Ornstein, Allan C. & Hunkins, Francis P.. *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

2013. Caffarella, Rosemary S. & Daffron, Sandra Radcliff. [Planning Programs for Adult Learners: A Practical Guide](#). 3rd Edition. San Francisco: Jossey-Bass.

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

2002. Eisner, Elliott W. *The Educational Imagination*, 3rd edition. Merrill Prentice Hall.

1996. John P. Miller. *The Holistic Curriculum*, revised and expanded. Toronto, ON: OISE Press.

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

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

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

Curriculum (Articles/chapters)

2018. Boyko-Head. "Reciprocal Learning and Learners: (Re)framing the Post-Secondary Learning Experience to meet a Complex Future." *Transformative Dialogues: Teaching & Learning Journal*, 11(2), 1–10.
2017. Egbedokun, A. O., Oteyola, T. A., Akinlabi, A. O., Adejumo, M. & Ayodele, P. "The essentials of instructional design process in a digital age." *Journal of Education and Training*, 4(2), 27-39.
2017. Marunda-Piki, C. "Rethinking Learning Space and Pedagogy in Africa." *International Educator*, 32(2), 23.
2017. Seel, N. M., Lehmann, T., Blumschein, P. & Podolskiy, O. A. "What is instructional design?" In *Instructional design for learning*. Rotterdam, The Netherlands: Sense Publishers (pp. 1-17).
2015. Ugur, H., Constantinescu, P. M., & Stevens, M. J. "Self-Awareness and Personal Growth: Theory and Application of Bloom's Taxonomy." *Eurasian Journal of Educational Research (EJER)*, (60), 89–110.
2010. Parks, D. "Lest We Forget Our Past: A Leader in Curriculum Development-Ralph Winfred Tyler." *The Educational Forum*, 75 (1), 80-86.
2009. Duncan, R. G. & Hmelo-Silver, C. E. "Learning Progressions: Aligning Curriculum, Instruction, and Assessment." *Journal of Research in Science Teaching*, 46 (6), 606-609.
2009. Meyers, N. M. & Nulty, D. D. "How to Use (Five) Curriculum Design Principles to Align Authentic Learning Environments, Assessment, Students' Approaches to Thinking and Learning Outcomes." *Assessment & Evaluation in Higher Education*, 34 (5), 565-577.
2009. Schubert, W. "What is Worthwhile: From Knowing and Needing to Being and Sharing." *Journal of Curriculum and Pedagogy*, 6 (1), 22-40.
2009. Dillion, J. "The Questions of Curriculum." *Journal of Curriculum Studies*, 41 (3), 343-359.
2006. Cary, L. J. "From *Currere* To Curriculum Spaces: Bringing together Curriculum Theory and Educational Research." *Journal of Curriculum & Pedagogy*, 3(2), 148–167.
2005. Cleveland-Innes, M. & Emes, C. "Principles of Learner-Centered Curriculum: Responding to the Call for Change in Higher Education." *The Canadian Journal of Higher Education*, 35 (4), 85-100.
2004. Ahwee et al. "The Hidden and Null Curriculums: An Experiment in Collective Educational Biography." *Educational Studies* (American Educational Studies Association), 35 (1), 25-43.
2003. Egan, K. "What is Curriculum?" *Journal of the Canadian Association of Curriculum Studies*, 1 (1), 9-16.

2003. Kincheloe, J. "Critical Ontology: Visions of Selfhood and Curriculum." *Journal of Curriculum Theorizing*. Spring, 47-64.
2000. Applefield, J., Huber, R. & Moallem, M. "Constructivism in Theory and Practice: Toward a Better Understanding (Theory of Learning)". *High School Journal*, 84 (2), 35-54.
- 1996, 2000. Smith, M.K. "Curriculum Theory and Practice," *The Encyclopedia of Informal Education*. <http://www.infed.org/biblio/bcurric.htm>
1999. Terwel, J. "Constructivism and Its Implications for Curriculum Theory and Practice." *Journal of Curriculum Studies*, 31 (2), 195-199.

Discipleship (Books)

2019. Fernando, Ajith. *Discipling in a Multicultural World*. Crossway Book, 2019.
2015. Alison Morgan, *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource.
2013. Chalk, Jack. *Making Disciples in Africa*. Langham Global Library.
2013. Cray, Graham. *Making Disciples in Fresh Expressions of Church*. Fresh Expression.
2011. Rainer, Thom S. & Geiger, Eric. *Simple Church: Returning to God's Process of Making Disciples*. Nashville, TN: B&H Publishing.
2011. Scandrette, Mark. *Practicing the Way of Jesus*. Downers Grove: InterVarsity Press.
2010. Cray, Graham. *Who's Shaping You? – 21st Century Disciples*. Herts, UK: Cell UK Ministries.
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2010. Willard, Dallas. "Discipleship." In *Oxford Handbook of Evangelical Theology*, edited by Gerald McDermott. Oxford: Oxford University Press.
2009. Frost, Michael & Hirsch, Alan. *ReJesus: A Wild Messiah for a Missional Church*. Peabody, MA: Hendrickson.
2008. Matthaei, Sondra Higgins. *Formation in Faith: The Congregational Ministry of Making Disciples*. Nashville, TN: Abingdon Press.
2007. Wilson, Jonathan R. *Why Church Matters: Worship, Ministry and Mission in Practice*. Grand Rapids, MI: Brazos Press.

2007. Sanneh, Lamin. *Disciples of All Nations*. Oxford: Oxford University Press.
2006. Augsburger, David. *Dissident Discipleship: A Spirituality of Self-Surrender, Love of God and Love of Neighbor*. Grand Rapids, MI: Brazos Press.
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2005. Jones, Jeffrey D. *Traveling Together: A Guide for Disciple Forming Congregations*. Herndon, VA: Alban Institute.
2004. Foss, Michael W. *Power Surge: Six Marks of Discipleship for a Changing Church*. Minneapolis, MN: Fortress Press.
2001. Bonhoeffer, Dietrich. *The Cost of Discipleship*, new edition. London: SCM Press.
1992. Wilkins, Michael. *Following the Master: A Biblical Theology of Discipleship*. Grand Rapids, MI: Zondervan.