



Description

Education One is a prerequisite for all of the Education II core electives. Students explore three dimensions of Christian education: exploring the congregation as a learning community, equipping people for their teaching/learning tasks, and connecting learning community with vocation in the world. A complete set of learning goals for this class is available online at: <http://wiki.religioused.org/Courses/EL1515Goals>.

This class meets online from October 29th through December 17th, each week's module beginning on Monday. A detailed schedule is available online (<http://wiki.religioused.org/Courses/EL1515Schedule>).

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Required texts

Parker Palmer. *To Know as We are Known*. HarperOne, 1993.

Diane Jacobson, Stanley Olsen, Mark Powell. *Opening the Book of Faith*. Augsburg Fortress, 2008 (or a denominationally specific alternative approved by the instructor in advance). [Note: I have several copies of this book that I am happy to give away until I run out of them. Please email me to request one.]

Your choice of one of the following core foundation textbooks (<http://wiki.religioused.org/Courses/EL1515Choice>):

Norma Cook Everist. *The Church as Learning Community*; Abingdon, 2002.

Maria Harris. *Fashion Me a People*, John Knox, 1989.

Mary Elizabeth Moore. *Teaching as a Sacramental Act*, Pilgrim, 2004.

Lingenfelter and Lingenfelter. *Teaching Cross Culturally*, Baker, 2003.

Gary Parrett and Steve Kang. *Teaching the Faith, Forming the Faithful*, Intervarsity Press, 2009.

Anne Wimberly. *Soul Stories: African American Christian Education*, Abingdon, 2005.

Your choice of one of the following spirituality textbooks (<http://wiki.religioused.org/Courses/EL1515ChoiceSpirit>).

Dori Baker, ed.. *Greenhouses of Hope*, Alban Institute, 2010.

Dorothy Bass, ed.. *Practicing Our Faith*, Wiley, 2010.

Frank Rogers. *Finding God in the Graffiti*, Chalice Press, 2011.

Malcolm Warford. *The Spirit's Tether*, Alban Institute, 2011.

We will also be using the following media pieces, which you can access on iTunes, Netflix, Amazon Instant Video, Amazon DVD, and via other sources:

A Time for Burning (a documentary by Lutheran Film Associates, Bill Jersey, producer)

"Grilled Cheesus," an episode from season 2 of the television series Glee.

Schedule	Oct. 29	Koinonia: Orientation/mapping (Read Parker Palmer and take book quiz by Nov. 2)
	Nov. 5	Didache: Part One, knowing (begin reading your core foundation textbook)
	Nov. 12	Didache: Part Two, teaching/learning (finish reading your core foundation textbook, self reflection essay due by Nov. 16)
	(Thanksgiving Break)	
	Nov. 26	Leiturgia: prayer, ritual, spirituality (watch “Grilled Cheesus” by Monday of this week, and take the Jacobson, Book of Faith quiz by Nov. 30)
	Dec. 3	Kerygma: learning with the Bible (complete the reading of your core spirituality textbook, if you haven’t already done so)
	Dec. 10	Diakonia: service, leadership (watch <i>A Time for Burning</i> by Monday of this week)
	Dec. 17	Portfolio final assignment due
Assignments	Throughout	20% Class participation / Small group work
	As listed	15% Book quizzes (two)
	As listed	15% Self reflection essay
	Dec. 17	35% Context mapping and learning evaluation
	Dec. 17	15% Portfolio assignment

Book quizzes and writing assignments

There is a book quiz posted at MyLutherNet for the Parker Palmer and the *Book of Faith* texts. You need to complete the book quiz by the date assigned (see calendar above), which is the Friday before the week we will be engaging the book in class, and receive at least 90% on each one. The quizzes can be done with the book open in front of you, but please do them yourselves, not as a collaborative exercise. There is a short essay due on Nov. 16, and a writing assignment that engages your choice book and congregational context due Dec. 17. (Instructions for these assignments are included below.)

Portfolio

Specific instructions on the portfolio learning process in educational leadership at Luther are available online (<http://www.luthersem.edu/mhess/web/Portfolio.html>), and will be discussed in class. The rubric I will use to evaluate your portfolio is available online as well (<http://www2.luthersem.edu/mhess/portfoliorubric.pdf>).

Self Reflection essay instructions (due Nov. 16)

Reflect on your own experience with, and history of, religious education in light of Roberto's ideas (which will be presented in class) and Palmer's epistemological description of a "community of truth." In doing so, please make sure that you answer at least the following questions:

- (1) How did you come to know yourself as a person of faith?
- (2) What are your earliest memories of someone sharing stories of God with you? Did you have any sense of participating in a "community of truth"? If so, in what ways?
- (3) Describe an experience that strengthened your faith, and describe an experience which challenged it. (If you are having a hard time thinking of these, your spirituality textbook might prompt some memories.)
- (4) Which of the four quadrants that Roberto identifies have you found yourself within (you may well have been in each of them at some point in your life, or in various contexts within your journey).
- (5) As you look over the educational leadership competencies (found here: <http://www2.luthersem.edu/mhess/web/Portfolio.html>), which ones most intrigue you? Which ones are you already familiar with? Which ones do you think will be the most challenging for you to complete during your degree at Luther?
- (6) And finally, what is your current vision of educational leadership for faith? (this last element will be something that you need to include in your portfolio in section one, so this is a good place to begin articulating what you'd like that statement to be) Hint: there will be useful examples in both your core foundational textbook, and your spirituality textbook.

Context mapping, learning event/program evaluation (due Dec. 17)

This assignment has three goals:

- (1) to reflect concretely upon the book you chose to use as your foundation text
- (2) to describe and reflect upon a specific congregational context (preferably your contextual education site, but another congregation can be chosen with my input)
- (3) to practice using the principles found in your core foundation text, as well as Vella's principles and the learning unit evaluation rubric (available here: <http://www2.luthersem.edu/mhess/learningunitrubric.pdf>) to consider a specific learning event or curriculum in your context

Towards that end, this assignment needs to include at least the following elements:

- (1) a clear reference to, and explanation of, your author's core definition of religious education
- (2) a description of your context which describes how, if at all, each of the five arenas of learning we studied (koinonia, didache, leiturgia, kerygma and diakonia) are present in your congregational context; and then which, if any, of Roberto's four scenarios are present, and if they are, being engaged
- (3) a description, and evaluation using Vella's principles and others found within your core foundation textbook, of a specific learning event or curriculum in use in your congregational context
- (4) thoughtful reflection upon your context with recommendations for future innovation

Special needs

If you have any special learning needs that I should accommodate, please let me know as early in the term as possible.

Plagiarism

Plagiarism is any act that represents someone else's work as your own. It is an offense against academic honesty, and as such, subject to disciplinary action. Various steps may be taken in response, and these are detailed in both the student handbook and the catalog. If you have any questions at all about how to handle a particular resource, please simply ask me. I'm happy to work with you on ensuring that your work has academic integrity.