iSeminary

exploring new vistas

"When I came to you, brothers and sisters, proclaiming the mystery of God, I did not come with sublimity of words or of wisdom. For I resolved to know nothing while I was with you except Jesus Christ and him crucified."

1 Cor 2:1-6

"But we have this treasure in clay jars, so that it may be made clear that this extraordinary power belongs to God and does not come from us."
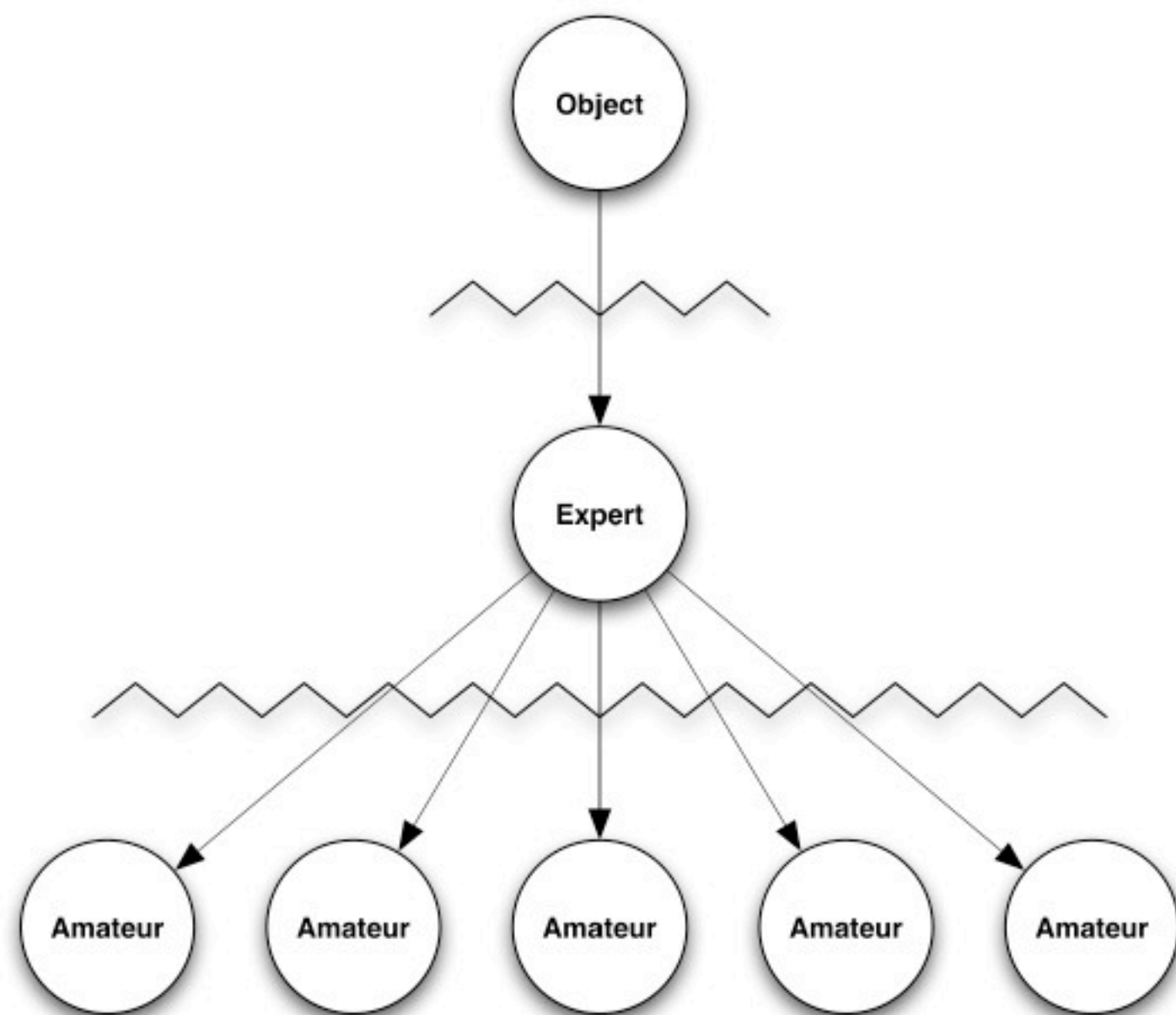
2 Cor 4:7-15

big idea #1

adaptive vs. technical

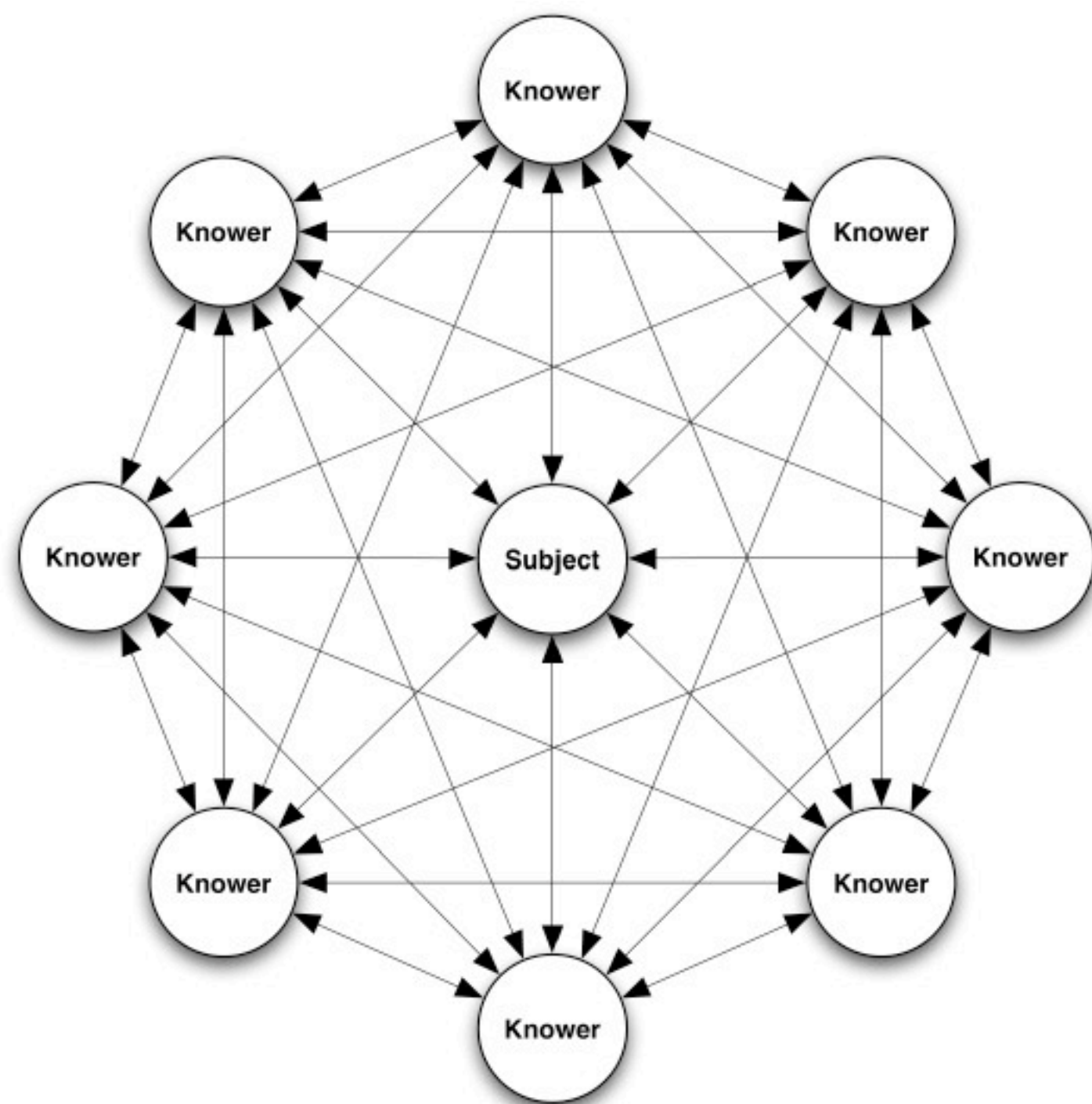difference is between acquiring a skill and transforming meaning-making

technical answers to adaptive challenges are neither sustainable nor effective

relational responses to adaptive challenges create, nourish and sustain new possibilities

technical skill is useful for technical challenges

we need adaptation

adaptive challenges need a "simmer" in response

too high a temperature = flight to authority

too low a temperature = lapse into denial

how have you seen faculty live in the simmer? what makes it possible to keep the attention on the challenge neither too high nor too low?
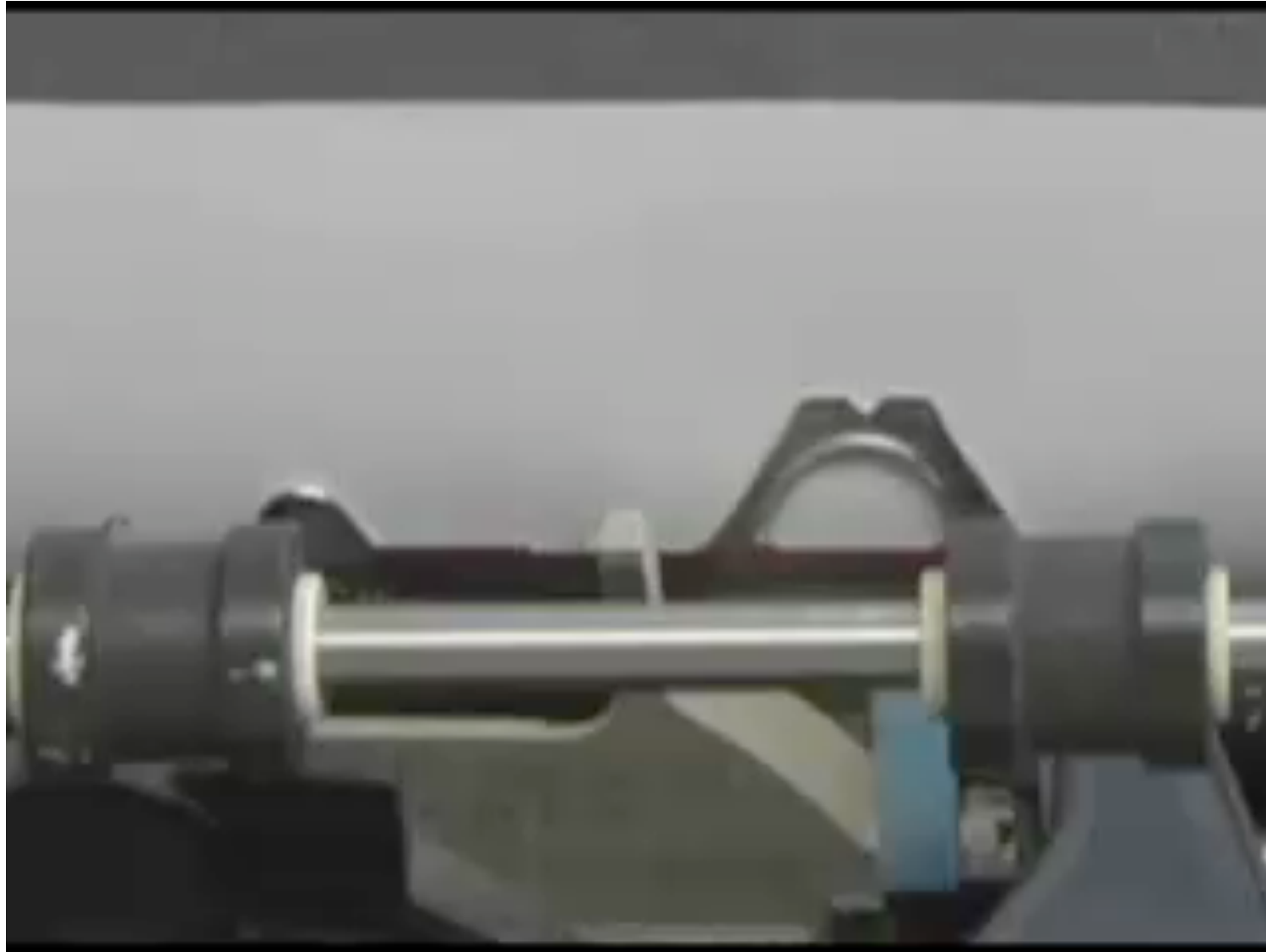
share at table, and then in larger group

big idea #2

simmering can occur with/in the miscellaneous

"historically we've divided the world into categories, topics, and hierarchies because physical objects need to be in one place or another... [the digital] turns this on its head, because a computer can "put things" in as many categories as they need to be in..."

David Weinberger

we need to help create the connections — find the information, help the information find us — and do so cognizant of the wider communities in which we live

take a moment and describe a teaching/learning activity that's worked really well for you

what elements contributed to the success of the activity?

can you think of any way in which your intention for that activity was not fully realized?

let's share in the larger group -- and point to some possible resolutions

move toward solutions

- <u>establishing a presence</u>

- <u>providing a value</u>

- <u>encouraging the development</u> of a community of practice or faith

- <u>promoting distributed learning</u> and continuing formation

<u>http://www.kenrickparish.com/sic/</u>

using digital tools in learning...

- instead of arguing over the technical, embrace the adaptive

- err on side of participation and collaboration

- err on side of open access

- err on side of helping students to access and judge information

- err on side of multiple literacy, rather than solely print

- when you encounter frustration, seek generativity

- share your work!

other examples on the <u>wiki</u>

what are your examples?

one final thought... engage in reflective practice

Figure 2. Reflective Matrix: Spectrum of Reflective Practice in Seminary Teaching.

Less Reflective	→	→	→	More Reflective
Faculty talk of teaching only in disparaging ways	Teaching talk is generally nervous, critical, and for summative purposes	Teaching talk is tentative and informal, but there is faculty interest in it	Teaching talk begins to move across various boundaries and is formative in nature	Teaching talk is generative, shared, and energizing
Theology is key arbiter, closed canon forms basis of truth	Theological commitments are voiced only in terms of guild expertise	Theological frames are one among many but allowed into conversation	Theological commitments form center of curriculum and invite conversation	Theological commitments are key wellspring, supporting openness in learning and seeking transformation
Faculty are all powerful in the institution; students are perceived as a necessary evil	Faculty and students act independently and in isolation	Faculty and students collaborate informally, with faculty taking the lead	Faculty and students work in teams with each other and other constituencies	Structural roles blur as the same person can inhabit different roles in different learning projects
Student role is strictly defined as novice	Student role is subordinate to faculty, a learner who consumes information	Students may inhabit multiple roles—novice, skilled practitioner, researcher	Students have multiple roles, may be learning partners with faculty	Students are co-learners with faculty and other constituencies, may be pursuing degrees, continuing education, or simply learning for its own sake
No evaluation	End-of-course evaluation used only for summative procedures	Pre/during/post course evaluation, used occasionally for formative as well as summative procedures	CI reports, student involvement in formal assessment, primary emphasis on formative evaluation of teaching	Continual assessment by all participants, portfolio development for lifelong learning
Teaching is transmissive and didactic in format	Teaching is largely transmissive; teachers are content experts	Teaching may take several forms, and there is some team-teaching	Teaching is often inter-disciplinary and done in teams; teachers are the designers of learning environments in addition to being content experts	Teaching is aimed at student discovery; teachers take on the role of expert guides; much coursework is based on collaborative projects
Questions from students are pertinent only for purposes of clarification	Questions from students are allowed if they fall within clear parameters	Culture of competition; student questions must come from a critical perspective	Student and faculty questions arise as shared attempts to negotiate meaning and clarify truth	Energized, engaged context of deconstructive criticism

stay adaptive, keep things at a simmer...

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more details available at:

http://www.kenrickparish.com/atsbiennial
(username: ats   password: guest)

http://wiki.religioused.org/CC/HomePage