

Designing learning in the global theological academy

Spring Term | 8652PhD | Residential

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COURSE DESCRIPTION

Designing learning in the global theological academy

Recognizing the important inter-relationships between content, context, and curriculum, this course provides a substantial introduction to learning design and practice. Topics include syllabus construction (development of outcomes, contextual challenges, learner particularities, assignments, etc.) as well as broader pedagogical challenges (e.g., education for [trans]formation, relationships between classroom and context, possible roles played by digital media, professional identity in the global theological academy, and so on). Students will produce a full course syllabus and accompanying essay, session notes, and example content presentation in consultation with their faculty advisor and appropriate to their context. Students will implement this design later in the degree program, as a requirement prior to receiving the PhD. *Full course (1.0)*

Learning Objectives:

- To increase proficiency with concepts and literature central to each student's area of specialization.
- To create a community of pedagogical reflection.
- To provide opportunity and impetus to explore one's identity as an academic teacher in the theological academy.
- To develop skills valuable to course implementation.

Program Objectives:

- PHD: Graduates will communicate the results of theological scholarship through clear writing, the design of learning experiences, curating appropriate materials, and presenting information in ways that engage learners and ignite interest

Reading (required):

- S. Brookfield, *The Skillful Teacher* (3rd edition, Jossey-Bass, 2015). [978-1118450291]
 M. Hess and S. Brookfield, eds. *Teaching Reflectively in Theological Contexts* (Krieger, 2008) [978-1575242842]
 P. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 20th Edition* (Jossey-Bass, 2017) [978-1119413042]
 D. Stevens and J. Cooper, *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change* (Stylus, 2009) [978-1579222161]
 J. Vella, *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (Jossey-Bass, 2002) [978-0787959678]
 Assorted essays and other elements found in both the calendar below and the accompanying bibliography.

PEDAGOGICAL APPROACH

I need to state up front, at the beginning of this syllabus, that it is a "work in progress." You are the first students in our newly reconfigured PhD program, and we are all learning together. My hope for this seminar is that we will treat it like a workshop -- helping each other to create and try out various elements of course design and implementation -- all the time focusing on learning together.

Towards that end I have borrowed elements from a similar course taught in the Toronto School of Theology in 2017, that was first written by Michael Bourgeois and Colleen Shantz. I have organized this process around the elements of a syllabus (outcomes, readings, assignments, policies), focused on learning-centered processes, illustrated by practices from a variety of differing classrooms, and elaborated on through reflections on the purpose and context for our work as teachers and learners.

Your major project for the semester is the design of an introductory course in your area of focus geared to the most likely context in which you will teach. You will demonstrate the expected outcomes by producing a course syllabus and related materials. You will also engage other participants (your classmates, professor, and potentially even some guests) in a conversation that includes professional identity, the contexts in which we teach, and possibilities for transformation through learning.

I look forward to joining you in this semester of learning about how we learn, and supporting you in your exploration of how to become good companions for others in the study of theology. Attending to the discipline of teaching will, I hope, deepen for all of us our love of our chosen subjects.

COURSE GOALS AND OUTCOMES

Course Goals	Student Outcome	Means of Measurement
Knowledge: To increase proficiency with concepts and literature central to each student's area of specialization	<ul style="list-style-type: none"> discern the strengths of sources related to your subject area and judge which will best meet course goals & outcomes construct a topical structure reflective of your field at an intro level 	~ syllabus (outline of sessions) and accompanying essay on rationale ~ syllabus design; session plan
Social: To create a community of pedagogical reflection	<ul style="list-style-type: none"> identify and share resources of practical use for course design formulate critically informed and sympathetic feedback for the work of peers 	~ class presentations; discussion leadership ~ contributions to fostering colleagues' course development ~ journal keeping
Personal integration: To provide opportunity and impetus to explore one's identity as an academic teacher	<ul style="list-style-type: none"> synthesize course content with self-awareness 	~ teaching philosophy; class discussions ~ journal keeping
Skills/Practice: To develop skills valuable to course delivery	<ul style="list-style-type: none"> plan and execute elements common in course delivery 	~ lead class discussion; create a session plan ~ journal keeping
Application: To apply course concepts in the design of an introductory-level course	<ul style="list-style-type: none"> conceive course outcomes as well as the activities, and assignments to implement them 	~ syllabus ~ journal keeping

ASSIGNMENTS

There are five main writing/development assignments in this course: a "try this" presentation, a syllabus for an introductory course in your area of focus (accompanied by a reflective essay), a course session plan that elaborates on something in your syllabus, a teaching philosophy statement, and ongoing journal reflection. Each week there will be specific journal prompts for your consideration and I expect you to add to

your journal at least once a week. I will not be asking for you to turn it in for a grade, but rather will expect you to reference it (cf. Stevens/Cooper for instructions) in your other course assignments.

There are five main reading assignments (Brookfield, Palmer, Vella, Stevens/Cooper, and then chapters from the Hess/Brookfield book) which should become good references for you to hold onto in the future. I am also requiring certain additional readings each week, and attaching a lengthy bibliography to this syllabus. I ask that you read at least **five** sources from this bibliography beyond those I have required to support your work. If you know of resources specific to your context or area of focus, please share them with me and if appropriate I will add them to the bibliography.

“Try this” presentation

For this assignment you will identify a practical tip for course design or classroom practice that can be used in your own or your classmates’ courses, and present it to the class in 8-10 minutes. Your presentation should include an explanation of the purpose of the strategy or exercise, a brief handout summarizing and resourcing it, and your demonstration of it. An excellent source for ideas is the Wabash Center for Teaching and Learning in Theology and Religion (start at their resources page: <https://www.wabashcenter.wabash.edu/resources/>). We will schedule these at the beginning of the semester, so that you will know when your presentation will happen. This assignment will account for 10% of your grade.

Syllabus and reflective essay

The primary project in this course will be writing a syllabus for an introductory course in your primary area of specialization. The first half of our course together will help to scaffold this task, and we will be discussing related ideas throughout the semester. It is crucial to note that this will be an **INTRODUCTORY** course, and that you will need to be clear about the context in which you will teach it, and the likely students who will be in the course. If you believe you will be functioning primarily as a church leader, then you can develop a curriculum (few church leaders would be involved with a semester long academic course).

Along with your syllabus you must submit a substantial list of literature relevant to each session. These items **will not be required reading for your students**, but will provide evidence of your familiarity with the topic and its literature. My hope is that you will work with your faculty advisor on content and you will focus on developing a course that you will use when you return to your context in the middle years of this program. In addition to the syllabus (or curriculum), you will relate the rationale for your choices and design in an essay of no more than 3000 words. This assignment will be the final assignment of the course, but my plan is for you to work on it throughout the semester. This assignment will account for 60% of your grade, will be due on May 10th.

Course session plan

As a way to further explore and shape your syllabus or curriculum you will present one of your course's specific sessions in full draft outline at mid-term. You should include: (i) a clear description of the context in which the session would occur, (ii) a description of your likely students, (iii) desired outcome(s) for the session, (iv) any pre-class requirements, (v) all in-class activities along with supporting material, (vi) an outline(s) of any presentation segment(s), and (vii) the timing allotted to each element.

This assignment, a draft of which is due on March 8th, and then presented in class to your colleagues on March 18th, will account for 20% of your grade. You will submit a final version with your syllabus on May 10th.

Teaching philosophy

Seminaries and universities now routinely request a teaching philosophy as part of an application package. The statement demonstrates your thoughtfulness about the nature of fostering learning and your sense of self as a teacher. This course is an opportunity to compose yours, because as we proceed through the semester you will reflect on these questions. Your journal should be a helpful resource along the way. You will bring your first draft of this statement to me when we meet the week of March 11th, and then the final version will be due on May 10th. This assignment will account for 10% of your grade.

Journal keeping

One of the most effective ways to engage in meta-cognitive reflection is to keep a professional journal. I will be introducing this practice in the first week of our gathering, and will expect you to keep track of your reflections over the course of the semester. I will not ask you to hand in the journal, but will rather ask you to reference specific page numbers of reflections in your other assignments. The Stevens/Cooper text offers specific instructions on how to do this. I am always interested, however, in learning with you – so if there are sections of your journal you would like to share with me, I welcome that opportunity to do so.

GRADING

"Try this" presentation	20%	(to be scheduled)
Course session plan	20%	(draft due March 8 th , presented March 18 th)
Teaching philosophy	10%	(draft due March 8 th , final due May 10 th)
Syllabus and reflective essay	50%	(final version due May 10 th)
Journal keeping		(see above) (throughout)

COURSE SCHEDULE

Part I: Theoretical Foundations

Session One: Introduction to Course Design (February 4)	
<p>Among all the other introductions of this first session, we will take a first look at “backward design,” the pedagogical philosophy that informs the structure of this course. Backward planning emphasizes students as the focus of teaching, and conceives of content according to the uses that they will make of the subject at hand.</p>	
<p>Before class: Think about your best and worst learning experiences and why you experienced them that way.</p> <p>Read: Chapter 1: What is backward design? In <i>Understanding by Design</i>, J. Wiggins and G. McTighe, ASCD 2005.</p>	<p>In your journal: Reflect on your experiences of learning.</p> <p>Settle on the topic for the course syllabus you will create, preferably after conversation with your primary PhD advisor.</p>
Session Two: Outcomes-Based Learning (February 11)	
<p>Learning outcomes, both for degree programs and individual courses, are now required for all schools accredited by the Association of Theological Schools and most public universities in Canada and the United States. Their use signals a shift of emphasis from teaching content to teaching students. Outcomes are useful because they focus program and course planning and coordinate elements of their delivery and evaluation, but they can also be seductive, turning the art of learning into a mechanical process. We will do our best to live into the creative tensions found in their use.</p>	
<p>Before class, read: J. Vella, <i>Learning to Listen, Learning to Teach</i> (Jossey-Bass, 2002) M. Hess and S. Brookfield, “How can we teach authentically?” Reflective practice in the dialogical classroom,” in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp. 1-18.</p> <p>Recommended background reading: L. Dee Fink, “A Taxonomy of Significant Learning” pp. 27-59 in <i>Creating Significant Learning</i></p>	<p>In your journal: Define the “big ideas” for your course. Present them schematically if you can.</p> <p>Create a first draft of outcomes for your course. For inspiration consider the class handouts of verbs for Bloom’s taxonomy and for multiple intelligences.</p>

<p><i>Experiences: An Integrated Approach to Designing College Courses</i> (San Francisco: Jossey-Bass, 2003).</p> <p>Alicia Batten, "Metaphors We Teach By: The Language of Learning Outcomes," <i>Teaching Theology and Religion</i> 15 (2012) 16-28.</p>	<p>Make sure to consider Vella's principles as you draft the outcomes.</p>
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Part II: Context

Session Three: Teachers and Students (February 18)	
<p>We teach from the center of who we are, and students learn from the center of their own lives. Yet we do not want to remain enclosed in our own experiences, but rather find ways to stretch beyond them into true encounter with each other.</p> <p>In this session we will consider two points related to this reality: (1) effective learning will attend to the personal incorporation of course material into the lives of students through a variety of modes in which course content can be encountered, and (2) in order to support such learning, teachers need to be self-reflective and adept at de-centering themselves in the classroom.</p> <p>Try This presentation: _____</p>	
<p>Before class, read:</p> <p>P. Palmer, <i>The Courage to Teach</i> (Jossey-Bass, 2017)</p> <p>D. Lose, "How do we make space for students to seek truth?" in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp. 19-31.</p> <p>R. Jacobson, "How do students experience the teacher? Knowing who you are as a teacher and knowing that your students do not", in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.76-92.</p> <p>M. Skinner, "How can students learn to trust us as we challenge who they are? Building trust and trustworthiness in a biblical studies classroom" in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.93-117.</p> <p>Recommended background reading:</p> <p>N. Evans, D. Forney, F. Guido, L. Patton, K. Renn, "Development of Self-Authorship" pp.136-156 in</p>	<p>In your journal:</p> <p>Reflect on what difference awareness of your own learning preferences makes to your thoughts about teaching.</p> <p><u>Complete one (or both) of the surveys of learning preferences at:</u> http://testyourself.psychtests.com/testid/3103 or http://vark-learn.com/the-vark-questionnaire/?p=questionnaire and reflect on the results, particularly the learning modalities you have overlooked. Please only do the free versions!</p>

<p><i>Student Development in College: Theory, Research, and Practice.</i> (Jossey-Bass, 2010).</p> <p>F. Glennon, D. Jacobsen, R. Hustedt Jacobsen, J. Thatamanil, A. Porterfield, and M. Moore. “Roundtable: Formation in the Classroom.” <i>Teaching Theology & Religion</i> 14, no. 4 (October 2011): 357–81.</p>	
Session Four: The Contexts in Which We Teach and Learn (February 25)	
<p>Theological education prepares students for various forms of ministry in a context of significant religious and social change. In this session we will consider how introductory courses, which carry a particular burden to represent the current state of the question, might make connections with the shifting context in which that content will be lived and practiced.</p> <p>Try This presentation: _____</p>	
<p>Before class, read:</p> <p>F. Ludwig, “How do we teach across cultural diversity? Teaching in the face of cross-cultural conversation,” in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.141-161.</p> <p>M. Hess, “How do we enter students’ worlds we cannot know? “Praying and teaching when not ‘at home’” in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.190-201.</p> <p>And then read one of the following: (I ask that each of you choose one, preferably from a context which is unfamiliar to you, so we can hear from each book in some way; we will figure this out on the first day of class)</p> <p>E. Adefarakan. <i>Yoruba Indigenous Knowledges in the African Diaspora: Knowledge, Power, and the Politics of Indigenous Spirituality</i>, A dissertation at OISE in the University of Toronto (2011)</p> <p>N. Casinader, <i>Culture, Transnational Education and Thinking</i> (Routledge, 2014).</p> <p>S. Siyum. <i>Holistic Theological Education for Holistic Ministry: A Case Study of Three Ethiopian Theological Schools on Theological Education and Poverty</i>, an MTH Thesis at Luther Seminary (2015).</p>	<p>In your journal:</p> <p>List the practical, lived settings in which your course theme is most relevant; begin to consider assignments, field visits, and artifacts that might connect to the content of your course</p> <p>Reconsider your course outcomes with formation in mind. Which aspects of human integration might you provide for in your course?</p>

<p>N. Westfield, ed. <i>Being Black, Teaching Black: Politics and Pedagogy in Religious Studies</i> (Abingdon 2010)</p> <p>A. White Hat. <i>Zuya - Life's Journey – Oral Teachings from Rosebud</i> (University of Utah Press, 2012)</p> <p>Recommended background reading:</p> <p>D. Roozen. "Educating Religious Leaders for a Multi-religious World: Outcomes and Learning." <i>Theological Education</i> 47, no. 1 (2012): 85–104.</p> <p>P. Freire. "Education, Liberation and the Church." <i>Religious Education</i> 79, no. 4 (September 1984): 524–45.</p>	
<p>Session Five: How We Construct New Knowledge (March 4)</p>	
<p>This week we return to some of the questions from session three, but this time, instead of focusing on how to provide for individual differences, we will shift to generalizable patterns that might structure the movement of a course. These include sequencing information, building on experience, "scaffolded" learning, and other cognitive and affective considerations in course design.</p> <p>Try This presentation: _____</p>	
<p>Before class, read:</p> <p>S. Brookfield, <i>The Skillful Teacher</i> (Jossey-Bass, 2015)</p> <p>Recommended background reading:</p> <p>T. Gelder, "Teaching Critical Thinking: Some Lessons From Cognitive Science" <i>College Teaching</i> 53, no. 1 (2005): 41-46.</p> <p>D. Fink, "Designing Significant Learning Experiences I: Getting Started." In <i>Creating Significant Learning Experiences</i>, pp. 60-101.</p> <p>E. Newman. "Beyond the Faith-Knowledge Dichotomy: Teaching as Vocation." In <i>Professing in the Postmodern Academy Faculty and the Future of Church-Related Colleges</i>, ed. by Stephen B. Haynes. (Baylor University Press, 2002).</p> <p>D. Koller's TEDtalk http://www.ted.com/talks/daphne_koller_what_were_learning_from_online_education</p>	<p>In your journal:</p> <p>Draft an initial outline of your course: What progression of elements is necessary to structure learning? What skills and information do students need in order to complete assignments and how will you provide for those prerequisites? What is the course "plot" or "narrative"?</p> <p>Within that outline, draft a course session plan (see details above) that you hand it to me by March 8th.</p>

Session Six: Mid Semester check in (March 11)	
<p>This week we will not meet together as a class, but rather I ask that each of you make an appointment to sit down with me and go over your work to date in this class, particularly in terms of questions and concerns you may have as you go forward. At this time we will discuss your course syllabus ideas, go over your initial course session plan, and so on.</p>	<p>Bring your syllabus ideas, draft session plan, teaching philosophy ideas, and journal to our meeting.</p>

Part III: Teaching Activities

Session Seven: Choosing and Using Course Readings (March 18)	
<p>Many experienced teachers report a common mistake in their first years of teaching: overloading their courses with content and rushing to try to fit it all in. Indeed, one of the shifts from research to teaching requires distinctions in the many roles scholarly literature plays in learning. As an instructor you will have a much longer reading list than the one you assign to students. You will also have a different relationship to that scholarly literature than the others in the room. Please note that this week you will be sharing your course session plans with your colleagues.</p> <p>Try This presentation: _____</p>	
<p>Before class, review: All that you've read thus far this semester!</p> <p>Recommended background reading: J. Smith. "Introduction: Approaching the College Classroom." In <i>On Teaching Religion: Essays by Jonathan Z. Smith</i>, 1–8. (Oxford University Press, 2013). K. Lofton "On Teaching Religion: Essays by Jonathan Z. Smith. Ed. by Christopher Lehigh." <i>Journal of the American Academy of Religion</i> 82, no. 2 (June 1, 2014): pp. 531–42. K. Blanchard (252-53) and B. Forbes (256-57) on whether to use a textbook. <i>Teaching Theology & Religion</i>, 12, no. 3 (2009).</p>	<p>In your journal: Work on refining your session plan including: objectives, activities, time allotments, associated materials, etc. Or, if you are doing a curriculum, complete a three session set, with accompanying materials. You will present this in class this week.</p> <p>identify one issue or detail in your plan for which you would like the feedback of your peers.</p>

Session Eight: Assignment Design in Learning (March 25)

Course assignments offer far more scope for creativity and achievement of course goals than traditional course design has allowed. This session gives us an opportunity to think about how much more we can make of them.

Try This presentation: _____

Before class, read:

J. Ramsey, "How does team teaching model trust in and beyond the classroom? Teaming to create the conditions for transformation" in *Teaching Reflectively in Theological Contexts* (Krieger, 2008), pp.118-141.

Then review Palmer, Brookfield, and Vella in light of your course planning.

Recommended background reading:

J. Bean, Chapter 2, "How is Writing Related to Critical Thinking," Chapter 5, "Formal Writing Assignments," and Chapter 6, "Informal, Exploratory Writing Activities," pp. 15-35, 73-96, and 97-118 in *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (Jossey-Bass, 2011).

E. White. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th ed. New York, NY: Bedford/St. Martins, 2007.

D. Schönwetter, L. Sokal, M. Friesen, and K. Taylor. "Teaching Philosophies Reconsidered: A Conceptual Model for the Development and Evaluation of Teaching Philosophy Statements." *International Journal for Academic Development* 7, no. 1 (January 2002): 83–97.

In your journal:

Design and schedule your course assignments, attending to their relationship to outcomes.

Refine your **teaching philosophy** so that it describes the role that you hope to create for readings and other assignments. What should literature be for students: a conversation partner; an object of analysis; the raw materials with which to build...?

On the basis of these thoughts and your own reading of material for your course, set a structure of assignments for your course.

Session Nine: Designing Learning Activities (April 1)	
<p>This week we will consider additional modalities for learning – my hope is that I might be able to construct a short “field trip” for us to take together. Stay tuned for details.</p>	
<p>Before class, read: M. Hess, “The pastoral practice of Christian hospitality as presence in Muslim-Christian engagement: Contextualizing the classroom,” in <i>Theological Education</i>, 47 no. 2 (2013): 7-12.</p> <p>Recommended background reading: E. McWilliam. “Teaching for Creativity: From Sage to Guide to Meddler.” <i>Asia Pacific Journal of Education</i> 29, no. 3 (September 2009): 281–93.</p>	<p>In your journal: Write what you would like to include in your syllabus by way of standard policies. Here you need to think about what your context requires (eg. at Luther we have syllabus statements on Title IX, plagiarism, accommodations, etc.).</p> <p>Pay particular attention to how you want to manage deadlines, access to you (via email, phone, etc).</p>
Session Ten: Evaluation (April 8)	
<p>At its worst grading can be time consuming and thankless for teachers, and demoralizing or irrelevant for students. At its best, it provides an additional means of fostering learning adapted to the particular student. Either way, it remains an integral part of university instruction, and as such has impacts even in non-university settings.</p>	
<p>Before class, read: A. Luedke, “How do we know what our students are learning? Assessing learning in the contexts of pastoral engagement and in candidacy processes” in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.202-224.</p> <p>A. Harkness, “Assessment in theological education: Do our theological values matter?” <i>Journal of Adult Theological Education</i> 5.2 (2008): 183-201.</p> <p>Recommended background reading: B. E. Fassler Walvoord. “Establishing Criteria and Standards for Grading.” In <i>Effective Grading: A Tool for Learning and Assessment</i>, 65-92. 1st ed. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass Publishers, 1998.</p>	<p>In your journal: Write the evaluation rubrics for your course assignments.</p> <p>Whether or not you include it in your formal teaching philosophy, create a metaphor that captures something of your sense of your role in the process of teaching and learning</p>

Part IV: Teaching Identity

Session Eleven: Power and Diversity in the Classroom (April 15)	
<p>As the sayings about stewardship conclude: “From everyone to whom much has been given, much will be required (Luke 12:48). Whether or not we recognize it, designing a course and teaching it are significant exercises of power and privilege – through our choice of topics, of which voices are represented in course readings, and through the interactions among the participants. As stewards of the classroom it is our obligation to maintain a learning space that is a brave space.</p>	
<p>Before class, read:</p> <p>B. Arao and K. Clemens, “From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice” in <i>The Art of Effective Facilitation</i> (Stylus, 2013).</p> <p>M. Hess and S. Brookfield, “‘How Can White Teachers Recognize and Challenge Racism?’ Acknowledging Collusion and Learning an Aggressive Humility,” in <i>Teaching Reflectively in Theological Contexts: Promises and Contradictions</i>, pp. 162-89.</p> <p>Review what we learned in session four, when we shared what we were learning about education in other contexts.</p> <p>Recommended background reading:</p> <p>M. Hess and S. Brookfield, “How do we connect classroom teaching to institutional practice? Sustaining a culture of reflective practice in teaching,” in <i>Teaching Reflectively in Theological Contexts: Promises and Contradictions</i>, pp. 238-255.</p> <p>J. Stevenson-Moessner, ed. “Intersectionality in Theological Education.” <i>Religious Studies News</i> (April 2015): 1-32.</p>	<p>In your journal:</p> <p>Reconsider your choice of course readings and topics in light power issues and diversity of voice and perspective. Complete your draft of course policies regarding participation, deadlines, and academic integrity</p>
Easter Break (April 22)	
<p>My hope is that you will find some time for thoughtful rest and integration during this pause.</p>	

Session Twelve: Supporting Learning Online (April 29)	
<p>The world in which many of us live is thoroughly permeated by digital technologies. In this session we explore some of the options available for teaching with digital tech: blended, flipped, hybrid, asynchronous, hyflex, and so on.</p>	
<p>Before class read:</p> <p>R. Bass, “Disrupting ourselves: The problem of learning in higher education,” EDUCAUSE, March/April 2012.</p> <p>H. Campbell, “Understanding the relationship between religion online and offline in a networked society,” <i>Journal of the American Academy of Religion</i>, doi:10.1093/jaarel/lfr074</p> <p>M. Hess, “How can technology stretch us without snapping Teaching with technology” in <i>Teaching Reflectively in Theological Contexts</i>, pp. 225-237.</p> <p>NMC Horizon Report for 2018 (https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report)</p> <p>2018 Global NGO Technology Report (http://techreport.ngo)</p> <p>Recommended background reading:</p> <p>M. Hess, <i>Teaching with Technology: All That We Can’t Leave Behind</i> (Rowman&Littlefield, 2005).</p>	<p>In your journal:</p> <p>Go back over all that you’ve written in your journal this semester and consider how you might refine your course and your teaching philosophy.</p>
Session Thirteen: Professional Identity (May 6)	
<p>On this last week we will tie up the loose ends of our course planning while also considering the more distant adventures ahead. I hope to welcome a panel of professors this week to reflect on their first years of teaching: their successes, the biggest mistakes they made, things they wished they’d known when they started.</p>	
<p>Before class:</p> <p>Review the semester, and come up with one or two questions you’re burning to ask a professor about their first years of teaching.</p>	<p>In your journal:</p> <p>Consider making a commitment to yourself to continue the practice of self-reflection on your teaching through journaling.</p>

POLICIES OF LUTHER SEMINARY

ADA Compliance Statement

Reasonable accommodation will be provided to any student with a disability who is registered with the Office of Student Affairs and requests needed accommodation. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this class or any other class, please contact the Office of Student Affairs or contact your instructor directly.

Academic Honesty

Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action.

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.

Plagiarism

"Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own.... If you quote from anything at all...you must put quotation marks around it, or set it off from your text. If you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends.... In every instance you must formally acknowledge the written source from which you took the material." [Quoted from James A. W. Heffernan and John E. Lincoln, *Writing: A College Handbook* (New York: W. W. Norton, 1982), p.457.]

Some examples of plagiarism could include:

- Copying from a source text (whether online or offline) without proper acknowledgment.
- Turning in another student's work with or without that student's knowledge.

- Copying materials word-for-word from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper copied from a website.
- Recycling your own work from a previous assignment, without permission of the instructor or proper citation

If instances of cheating or plagiarism are detected, one of the disciplinary actions shall follow: either the instructor records a failure for the assignment or examination, or the instructor records a failure for the course. In either case, the instructor shall bring the matter to the Office of the Academic Dean and the Office of the Dean of Students, and the question whether further disciplinary action should be considered will be determined in consultation with the instructor, the Office of the Academic Dean, and the Office of the Dean of Students. See the current Student Handbook for more details on this matter.

Title IX Statement

Luther Seminary is committed to fostering a safe, productive learning environment. Title IX and Luther policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at Luther.

Luther Seminary encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and we can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Peter Susag, who can be found on our school's website.

Luther Seminary is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by Luther Seminary to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

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Helpful Resources:

Daphne Koller's TEDtalk

http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education

Surveys of learning preferences at: <http://testyourself.psychtests.com/testid/3103> or <http://vark-learn.com/the-vark-questionnaire/?p=questionnaire> and reflect on the results, particularly the learning modalities you have overlooked.

Wabash Center for Teaching and Learning in Theology and Religion:

<https://www.wabashcenter.wabash.edu>