

Designing learning in the global theological academy

Spring Term | 8652PhD and MTH | Residential | 191120 draft

Professor: Mary E. Hess

E-mail: mhess@luthersem.edu

Website: meh.religioused.org

Time: Tuesdays, 12:30 to 4:20 pm

Office: Bockman 104b

Phone: 651-641-3232

Pronouns: she, her, hers

Location: TBD

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

- MTH: Graduates will critically evaluate and properly cite scholarship in the area of academic study (in this case, theological education as a field)

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 will be required of PhD students, but only recommended for MTH students.

PEDAGOGICAL APPROACH

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 which is twice

submitted for assessment. 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.

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 for the church year (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 40% of your grade, will be due on May 29th.

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 April 24th, will account for 20% of your grade. You will submit a final version with your syllabus on May 29th.

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 sometime prior to April 24th, and then the final version will be due on May 29th. 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. Note: the journaling prompts listed in each session should be attempted prior to coming to that session – they are a form of preparation for our discussion. You will hand in a brief (no more than 1000 words) reflection to me on your journaling when we meet prior to April 24th, and then another such reflection on May 29th.

I ask you to reference specific page numbers of reflections in your journal when you write these reflections. 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	10%	(to be scheduled)
Course session plan	10%	(draft due April 24 th)
Teaching philosophy	10%	(draft due at your meeting with me prior to April 24 th , final due May 29 th)
Syllabus, reflective essay	40%	(final version due May 29 th)
Journal keeping	30%	(brief reflection with page indexed references, handed in twice – to me when we meet, and again on May 29 th)

COURSE SCHEDULE

Part I: Theoretical Foundations

Session One: Introduction to Course Design (March 3)	
<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, after conversation with your primary PhD advisor. Make sure that you discuss with your advisor the basic bibliography for an introductory course in your field. That bibliography will be your required reading for our March 31 session.</p>
Session Two: Outcomes-Based Learning (March 10)	
<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</p>	

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.

Before class, read:

J. Vella, *Learning to Listen, Learning to Teach* (Jossey-Bass, 2002)

M. Hess and S. Brookfield, "How can we teach authentically?" Reflective practice in the dialogical classroom," in *Teaching Reflectively in Theological Contexts* (Krieger, 2008), pp. 1-18.

PHD required reading:

L. Dee Fink, "A Taxonomy of Significant Learning" pp. 27-59 in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (San Francisco: Jossey-Bass, 2003).

Alicia Batten, "Metaphors We Teach By: The Language of Learning Outcomes," *Teaching Theology and Religion* 15 (2012) 16-28.

Prayer offered by:

In your journal:

Define the "big ideas" for your course. Present them schematically if you can.

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.

Make sure to consider Vella's principles as you draft the outcomes.

Part II: Context

Session Three: Teachers and Students (March 17)

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.

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.

Before class, read:

P. Palmer, *The Courage to Teach* (Jossey-Bass, 2017)

In your journal:

Reflect on what difference awareness of your own learning

<p>PHD required reading:</p> <p>N. Evans, D. Forney, F. Guido, L. Patton, K. Renn, "Development of Self-Authorship" pp.136-156 in <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> <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>Prayer offered by: Try This presentation by:</p>	<p>preferences makes to your thoughts about teaching.</p> <p><u><i>Complete one (or both) of the surveys of learning preferences at:</i></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>Session Four: The Contexts in Which We Teach and Learn (March 24)</p>	
<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>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>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><i>PHD required reading:</i> D. Roozen. “Educating Religious Leaders for a Multi-religious World: Outcomes and Learning.” Theological Education 47, no. 1 (2012): 85–104. P. Freire. “<i>Education, Liberation and the Church.</i>” Religious Education 79, no. 4 (September 1984): 524–45.</p> <p>Prayer offered by: Try This presentation by:</p>	<p>Reconsider your course outcomes with formation in mind. Which aspects of human integration might you provide for in your course?</p>
<p>Session Five: Course Workshop (March 31)</p>	
<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>The PhD required reading for this week will be found in your bibliographic research for your course. This means you need to be in discussion with your faculty advisor from the beginning of the term about what are appropriate materials for an introductory course.</p> <p>In this session we will be workshopping your courses.</p> <p>For MTH students, draw on the primary area of your thesis research.</p> <p>Prayer offered by: Try This presentation by:</p>	<p><i>In your journal:</i> 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>

Part III: Teaching Activities

<p>Session Six: How We Construct New Knowledge (April 7)</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>Before class, read: S. Brookfield, <i>The Skillful Teacher</i> (Jossey-Bass, 2015)</p> <p>PHD required reading: T. Gelder, "Teaching Critical Thinking: Some Lessons From Cognitive Science" <i>College Teaching</i> 53, no. 1 (2005): 41-46. D. Fink, "Designing Significant Learning Experiences I: Getting Started." In <i>Creating Significant Learning Experiences</i>, pp. 60-101. 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). D. Koller's TEDtalk http://www.ted.com/talks/daphne_koller_what_were_learning_from_online_education</p> <p>Prayer offered by: Try This presentation by:</p>	<p>In your journal: Continue to work on drafting 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>Schedule an appointment to talk with me prior to April 24th.</p>
---	--

Easter Break (April 8 – 14)

Session Seven: Assignment Design in Learning (April 21)	
<p>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.</p>	
<p>Before class, read: J. Ramsey, "How does team teaching model trust in and beyond the classroom? Teaming to create the conditions for transformation" in <i>Teaching Reflectively in Theological Contexts</i> (Krieger, 2008), pp.118-141.</p> <p>PHD required reading: J. Bean, Chapter 2, "How is Writing Related to Critical Thinking," Chapter 5, "Formal Writing Assignments," and Chapter 6, "Informal, Exploratory</p>	<p>In your journal: Design and schedule your course assignments, attending to their relationship to outcomes.</p> <p>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</p>

<p>Writing Activities,” pp. 15-35, 73-96, and 97-118 in <i>Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i> (Jossey-Bass, 2011).</p> <p>E. White. <i>Assigning, Responding, Evaluating: A Writing Teacher’s Guide</i>. 4th ed. New York, NY: Bedford/St. Martins, 2007.</p> <p>D. Schönwetter, L. Sokal, M. Friesen, and K. Taylor. “Teaching Philosophies Reconsidered: A Conceptual Model for the Development and Evaluation of Teaching Philosophy Statements.” <i>International Journal for Academic Development</i> 7, no. 1 (January 2002): 83–97.</p> <p>Also: review Palmer, Brookfield, and Vella in light of your course planning.</p> <p>Prayer offered by: Try This presentation by:</p>	<p>analysis; the raw materials with which to build...?</p> <p>On the basis of these thoughts and your own reading of material for your course, set a structure of assignments for your course.</p> <p>You should be meeting with me this week to discuss your teaching philosophy, your draft course session plan, and your journal reflections.</p>
Residential Focus Session Break (no class)	
Session Eight: Evaluation (May 5)	
<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. This week we will look at your course session plans, and think about evaluating student work in relation to them.</p>	
<p>Before class, read:</p> <p>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>PHD required reading:</p>	<p>In your journal:</p> <p>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>

<p>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>Prayer offered by: Try This presentation by:</p>	
<p>Session Nine: Power and Diversity in the Classroom (May 12)</p>	
<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>PHD required 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>Prayer offered by: Try This presentation by:</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.</p> <p>Complete your draft of course policies regarding participation, deadlines, and academic integrity</p>

Part IV: Pulling it all together

Session Ten: Supporting Learning Online (May 19)	
<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>PHD required reading:</p> <p>M. Hess, <i>Teaching with Technology: All That We Can't Leave Behind</i> (Rowman&Littlefield, 2005).</p> <p>IRRODL (http://www.irrodl.org/index.php/irrodl/about)</p> <p>Prayer offered by: Try This presentation by:</p>	<p>In your journal:</p> <p>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>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>

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.

Additional Bibliography:

- Adefarakan, Elizabeth. *Yoruba Indigenous Knowledges in the African Diaspora: Knowledge, Power, and the Politics of Indigenous Spirituality*, A dissertation at OISE in the University of Toronto (2011)
- Batten, Alicia. "Metaphors We Teach By: The Language of Learning Outcomes," *Teaching Theology and Religion* 15 (2012) 16-28.
- Bean, John C., 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*. San Francisco: Jossey-Bass, 2011.
- Blanchard, Kathryn (252-53) and Forbes, Bruce (256-57) on whether to use a textbook. *Teaching Theology & Religion*, 12, no. 3 (2009).
- Brookfield, Stephen. *The Skillful Teacher* (Jossey-Bass, 2015)
- Cajete, Greg. *Indigenous Community: Rekindling the Teachings of the Seventh Fire* (Living Justice Press, 2015).
- Casinader, Niranjana. *Culture, Transnational Education and Thinking* (Routledge, 2014).
- DeRogatis, Honerkamp, McDaniel, Medine, Nyitray, and Pearson. "Teaching Very Large Classes." *Teaching Theology & Religion* 17, no. 4 (October 2014): 352-68.
- Engler, Steven and Benjamin Berger. "Reading in Colors: Highlighting for Active Reading in Religious Studies." *Teaching Theology and Religion* 4, no. 1 (February 2001): 27-31.
- Evans, Forney, Guido, Patton, and Renn, "Development of Self-Authorship" pp.136-156 in *Student Development in College: Theory, Research, and Practice*. San Francisco: Jossey-Bass, 2010.
- Fink, L. Dee. "A Taxonomy of Significant Learning" pp. 27-59 in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (San Francisco: Jossey-Bass, 2003).
- Fink, L. Dee. "Designing Significant Learning Experiences I: Getting Started." In *Creating Significant Learning Experiences*, pp. 60-101.
- Foster, Charles, ed. *Educating Clergy: Teaching Practices and Pastoral Imagination*. San Francisco: Jossey-Bass, 2005.

- Freire, Paulo. "Education, Liberation and the Church." *Religious Education* 79, no. 4 (September 1984): 524–45.
- Furstenberg, Frank F. "Being an Assistant Professor." In *Behind the Academic Curtain: How to Find Success and Happiness with a PhD*, 73–113. *Chicago Guides to Academic Life*. Chicago; London: The University of Chicago Press, 2013.
- Garod, A. Kilkenny, R., Taylor, M. Benson. *I Am Where I Come From: Native American College Students and Graduates Tell Their Life Stories*. Ithaca: Cornell University, 2017.
- Gelder, Tim van. "Teaching Critical Thinking: Some Lessons From Cognitive Science" *College Teaching* 53, no. 1 (2005): 41-46.
- Glennon, Jacobsen, Thatamanil, Porterfield, and Moore. "Roundtable: Formation in the Classroom." *Teaching Theology & Religion* 14, no. 4 (October 2011): 357–81.
- Harkness, Allen. "Assessment in theological education: Do our theological values matter?" *Journal of Adult Theological Education* 5.2 (2008): 183-201.
- Hess, Mary E. and Stephen D. Brookfield, *Teaching Reflectively in Theological Contexts: Promises and Contradictions* (Krieger, 2008).
- Jacobson, Rolf. "'How Do Students Experience the Teacher?' Knowing Who You Are as a Teacher (and Knowing that Your Students Do Not)" in *Teaching Reflectively in Theological Contexts: Promises and Contradictions*, eds. Mary E. Hess and Stephen D. Brookfield, 76-92.
- Kirkness, Verna. *Creating Space: My Life and Word in Indigenous Education*. University of Manitoba Press, 2013.
- Lester, G. Brook. *Understanding Bible by Design: Create Courses with Purpose*. Minneapolis: Fortress Press, 2014.
- Lofton, Kathryn. "On Teaching Religion: Essays by Jonathan Z. Smith. Edited by Christopher Leirich." *Journal of the American Academy of Religion* 82, no. 2 (June 1, 2014): 531–42.
- Matthaei, Sondra and Howell, Nancy (eds.) *Proleptic Pedagogy: Theological Education Anticipating the Future* (Wipf&Stockk 2014).
- McWilliam, Erica. "Teaching for Creativity: From Sage to Guide to Meddler." *Asia Pacific Journal of Education* 29, no. 3 (September 2009): 281–93.
- Newman, Elizabeth. "Beyond the Faith-Knowledge Dichotomy: Teaching as Vocation." In *Professing in the Postmodern Academy Faculty and the Future of Church-Related Colleges*, edited by Stephen B. Haynes. Waco: Baylor University Press, 2002.
- Reyhner, Jon, ed.. *Teaching Indigenous Students: Honoring Place, Community, and Culture*. Norman: University of Oklahoma Press, 2015.

- Roozen, David A. "Educating Religious Leaders for a Multireligious World: Outcomes and Learning." *Theological Education* 47, no. 1 (2012): 85–104.
- Russell, W.C. *et al.*, *Instructional Skills Workshop (ISW) Handbook for Participants*, 19-42. Vancouver: ISW, 2006. Available at <http://esp.uapicbc.ca/sites/default/files/pdf/ISW%20Manual%202006.pdf>
- Sasson, Vanessa R. "Pedagogy as Renunciation," *Journal of the American Academy of Religion* 82/2 (2014): 313-328 and responses by Pippin (348-55) and Derry (356-64).
- Schönwetter, Sokal, Friesen, and 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.
- Siyum, Serkalem. *Holistic Theological Education for Holistic Ministry: A Case Study of Three Ethiopian Theological Schools on Theological Education and Poverty*, an MTH Thesis at Luther Seminary (2015).
- Smith, Jonathan Z. "Introduction: Approaching the College Classroom." In *On Teaching Religion: Essays by Jonathan Z. Smith*, 1–8. New York: Oxford University Press, 2013.
- Smith, L. Yang, K., Tuck, E. *Indigenous and Decolonizing Studies in Education*, Routledge, 2018.
- Stevenson-Moessner, Jeanne, ed. "Intersectionality in Theological Education." *Religious Studies News* (April 2015): 1-32.
- Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Jossey-Bass, 2002.
- Walvoord, Barbara E. Fassler. "Establishing Criteria and Standards for Grading." In *Effective Grading: A Tool for Learning and Assessment*, 65-92. 1st ed. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass Publishers, 1998.
- Wane, N., Adyanga, F. Ilmi, A. eds. *Spiritual Discourse in the Academy: A Globalized Indigenous Perspective*. New York: Peter Lang, 2014.
- Westfield, N. ed. *Being Black, Teaching Black: Politics and Pedagogy in Religious Studies*. Abingdon 2010.
- White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th ed. New York, NY: Bedford/St. Martins, 2007.

White Hat, Albert. *Zuya - Life's Journey – Oral Teachings from Rosebud*. University of Utah Press, 2012.

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>