

Designing learning in the global theological academy

Spring Term 2023 | GR8652 | Tuesdays 12:30 – 4:20 pm

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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

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

Reading (required):

- M. Hess and S. Brookfield, eds. *Teaching Reflectively in Theological Contexts* (Krieger, 2008)
- M. Hess and S. Brookfield, *Becoming a White Antiracist: A Practical Guide* (Stylus, 2021). [Note: I recognize that I may be the only white person in this class, but this textbook includes a variety of simple exercises and classroom discussion processes that are applicable both within and well beyond Luther Seminary's predominately white context.]
- S. Merriam and Associates, *Non-Western Perspectives on Learning and Knowing* (Krieger, 2007).
- P. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 20th Edition* (Jossey-Bass, 2017)
- J. Vella, *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (Jossey-Bass, 2002)
- 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 THM 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
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
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
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

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; a reflective essay accompanying your syllabus and making clear its context, learning outcomes, and assessment practices; a full course session that includes your context presentation, handouts, exercises, etc. from your syllabus; and a teaching philosophy statement.

There are five books on the reading assignment list (a book of essays on Non-Western forms of learning and knowing, two Brookfield/Hess books, Palmer, and Vella), all of 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. 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.

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. This bibliography may, for instance, also support your work as you prepare for comprehensive exams. 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 15th.

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 11th, will account for 20% of your grade. You will submit a final version with your syllabus on May 15th.

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. You will bring your first draft of this statement to me when we meet sometime prior to April 11th, and then the final version will be due on May 15th. This assignment will account for 10% of your grade.

GRADING

Please note: students MUST request an incomplete prior to the last day of the course. If you do not do so, I will evaluate your work based on what you have handed in to date.

"Try this" presentation	20%	(to be scheduled)
Course session plan	20%	(draft due April 11 th)
Teaching philosophy	20%	(due May 15 th)
Syllabus	20%	(due May 15 th)
Reflective essay	20%	(due May 15 th)

COURSE SCHEDULE

Part I: Theoretical Foundations

Session One: Introduction to Course Design (February 28)	
<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>To do: Sign up for a “try this” presentation Sign up for two chapters of the Merriam book</p>	<p>Throughout this week: 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 April 18 session.</p>
Session Two: Outcomes-Based Learning (March 7)	
<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>Throughout this week: 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</p>

<p>L. Dee Fink, "A Taxonomy of Significant Learning" pp. 27-59 in <i>Creating Significant Learning 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>the class handouts of verbs for Bloom's taxonomy and for multiple intelligences.</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 (March 14)	
<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>Before class, read: P. Palmer, <i>The Courage to Teach</i> (Jossey-Bass, 2017)</p> <p>Follow-up reading: 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). 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. 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. 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</i></p>	<p>Throughout this week: Reflect on what difference awareness of your own learning preferences makes to your thoughts about teaching.</p> <p>Take the Theological Worlds Inventory and reflect on how, if at all, it impacts you sense of your learning preferences.</p>

<p><i>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>Session Four: The Contexts in Which We Teach and Learn (March 21)</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. Prior to this week we will assign two chapters of the Merriam book to each of you, and you should come prepared to help your classmates understand the ideas from those chapters.</p>	
<p>Before class, read:</p> <p>The two chapters of S. Merriam and associates, <i>Non-Western Perspectives on Learning and Knowing</i>. (Krieger, 2007) that you have been assigned.</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>Follow-up 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. “<i>Education, Liberation and the Church.</i>” <i>Religious Education</i> 79, no. 4 (September 1984): 524–45.</p>	<p>Throughout this week:</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>Session Five: Context and culture, continued... (March 28)</p>	
<p>In the reading we’ve done so far – Jane Vella, Parker Palmer, Hess&Brookfield, etc. – both the context in which we teach, and our own personal landscapes have been essential in learning</p>	

design. We are right now in the middle of a rapidly changing, unprecedented and uncharted context – a global pandemic, climate catastrophe, a coup in Myanmar, a Russian invasion of Ukraine.

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.

Before class, read:

S. Brookfield and M. Hess, *Becoming a White Antiracist* (Stylus, 2021).

And then watch:

Willie James Jennings lecture at Luther a decade ago :
<https://vimeo.com/39627157>

And the panel discussion of Luther faculty which followed:
<https://vimeo.com/46088624>

Follow-up reading:

B. Arao and K. Clemens, “From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice” in *The Art of Effective Facilitation* (Stylus, 2013).

M. Hess and S. Brookfield, “How do we connect classroom teaching to institutional practice? Sustaining a culture of reflective practice in teaching,” in *Teaching Reflectively in Theological Contexts: Promises and Contradictions*, pp. 238-255.

J. Stevenson-Moessner, ed. “Intersectionality in Theological Education.” *Religious Studies News* (April 2015): 1-32

Throughout this week:

Continue to work on drafting an outline for 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”?

What is the mission of the school in which you will teach this course? how do structures of that school support or hinder the kind of learning you want to design?

Easter Break (April 3 – 10)

Part III: Teaching Activities

Session Six: Assignment Design in Learning (April 11)

<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>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>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 <i>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i> (Jossey-Bass, 2011).</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>Work on your course bibliography – now would be a great time to check in with your advisor!</p>	<p>Throughout this week: 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 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 in a one-on-one this week to discuss your teaching philosophy, your draft course session plan, and any other questions you might have.</p>

Session Seven: Digital Contexts and Learning Design (April 18)

The pandemic required teachers to throw their courses online without preparation or reflection. How might we prepare for good learning design, given time to think about it? What are the resources available for teaching and learning in contexts pervaded by digital media?

Read:

Follow through some of the links (URLs) offered in the book I wrote with Stephen Brookfield on white antiracism. There are many resources there!

Throughout this week:

Find out what the digital resources are in your teaching context. Explore the tutorials and other

<p>This week you should also be focusing on developing the bibliography for your syllabus, and at least skimming through the literature you are putting together for it.</p>	<p>digital support offered for designing learning in those spaces.</p>
<p>Session Eight: Evaluation and Assessment (April 25)</p>	
<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. 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): 183-20</p>	<p>Throughout this week:</p> <p>Write the evaluation rubrics for your course assignments.</p> <p>Revisit your teaching philosophy and consider how you want to be involved in assessment.</p> <p>Interview at least five students in in your intended contexts. Find out what they think about grading, what they need and want from it, and what they would ask you to do and not do.</p>
<p>Session Nine: Professional Development Issues (May 2)</p>	
<p>The process of achieving a PhD is much more often focused on the particular research you are pursuing than the other elements of being a professor. Yet those elements – being part of an academic guild, knowing how to navigate diverse professional contexts, finding funding and support, seeking faculty positions – are essential for finding ways to thrive.</p>	
<p>Before class, read:</p> <p>Essays to be posted at Moodle, most of which come from the FacultyFocus resource.</p>	<p>Throughout this week:</p> <p>Do a “deep dive” into your scholarly guild: what are its key commitments? what resources does it offer for professional</p>

	<p>development? where are the incentives for development? What kinds of scholarship, fellowships, and other development opportunities exist in your field?</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>Where are you present digitally? How will people find you? (website, linkedin, HCommons, etc.)</p>
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Session Ten: Concluding our work together (May 9)

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.

Read:

Review the chapters in Brookfield and Hess on power and privilege.

Throughout this week:

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

POLICIES

Inclusive/expansive Language and Class Discussion

Students are asked to honor the pronouns presented by their colleagues. On Zoom and Moodle, please be sure your display name is set to the name by which you would like to be called.

In order to cultivate an environment of inclusion and non-discrimination and to ensure clarity in written communication, students should use non-gendered pronouns and nouns when referring to mixed-gender groups (e.g., “humanity” rather than “man” or “mankind”) or when the gender of a subject is unknown. Visit <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/> for a helpful guide on employing gender-sensitive language in your writing.

All language is insufficient to describe God. Moreover, Scripture uses metaphors from across the gender spectrum to explain God’s relationship with God’s creation. Students are encouraged to avoid using gender-specific pronouns for God or to use multiple pronouns interchangeably. If the use of gender-specific pronouns in a written assignment is necessary to make an argument about a particular biblical text, that usage should be acknowledged in a footnote.

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:

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- 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.
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Helpful Resources:

Wabash Center for Teaching and Learning in Theology and Religion:
<https://www.wabashcenter.wabash.edu>

Faculty Focus newsletter
<https://www.facultyfocus.com>

The Teaching Professor
<https://www.teachingprofessor.com>