

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

CE-930 Teaching, Learning, and Assessment

2016 SPRING – SUMMER TRIMESTERS

JANUARY - AUGUST

PROFESSOR

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COURSE DESCRIPTION

The ultimate purpose of education is student learning. This course will explore the academic enterprise through an examination of the teaching-learning experience in the context of Christian education. Effective Christian teachers employ specifically designed instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning, while promoting the development of Christian thought, life, and practice in the context of authentic Christian care and community. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, academic engagement, and outcomes assessment. 4 Units

CORE STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	DMIN PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (ASSIGNMENT #)
1. Identify the impact of various instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning	DMIN #1, 2	#2, 3	#1, 4
2. Develop a clear and cohesive understanding of curriculum design, identification of student learning outcomes, and effective teaching methodologies	DMIN #1, 4	#2, 3	#1, 4
3. Engage in best practices related to educational effectiveness and assessment in student learning	DMIN #4	#4	#1, 3
4. Define a substantial and sustainable practice of Christian education and academic engagement	DMIN #4	#3, 5	#4

* The program and institutional objectives are published in the Academic Catalog.

REQUIRED TEXTBOOKS

1. The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study.
2. Anthony, Michael (Editor). *Introducing Christian Education: Foundations for the Twenty-first Century*. Baker Academic, 2001.
3. Estep, J.R., Anthony, M., and G. Allison. *A Theology for Christian Education*. Nashville: B & H Publishing Group, 2008.
4. Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Jossey-Bass, 1999.
5. Suskie, Linda. *Assessing Student Learning: a Common Sense Guide*. 2nd ed. San Francisco: Jossey-Bass, 2009.

Please Note: Textbooks can be purchased through Amazon.com or elsewhere. It is your responsibility to order all of the required textbooks at least one month prior to the start of class.

SPECIALIZED STUDENT LEARNING OUTCOME (PROGRAM LEARNING OUTCOME#5)

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
5. Specialized course learning outcomes <ul style="list-style-type: none"> • Synthesize major theoretical concepts within an area of academic and professional specialization related to effective education 	DMIN #5	#4, #7	#3

* The program and institutional objectives are published in the Academic Catalog.

AREA OF SPECIALIZATION REQUIRED TEXTBOOKS

Each student will select an area of specialization based on personal academic and professional practice interest. The area of specialized student learning represents an area of personalized and contextualized academic and practical study that relates substantially to the core course learning outcomes while providing an opportunity for the student to move into a deeper, more focused area of analysis and inquiry. Each course includes an Area of Specialization Project (see assignment descriptions to follow). A minimum of two additional textbooks are required for the area of specialization. The selected texts must be approved by the course professor.

COURSE REQUIREMENTS

Online Live Interaction: Students will participate in pre-residency online course discussions with the course professor and other students in the cohort. This provides an opportunity to interact, connect, and interact as a cohort. Each class will determine meeting times and dates that are convenient.

Reading: Students will complete all reading in a timely manner. Below is the timeframe for completing the textbook reading. However, there will be additional reading posted on Blackboard to supplement key areas of thought. The supplemental reading will usually take the form of online articles relevant to particular issues. Be sure to check Blackboard regularly for these articles. Please work on staying current on the readings.

1. Discussion Board Postings (400 points). This assignment supports all Course Student Learning Outcomes.

- Post a primary reply to the instructor's weekly Discussion Board Question(s). These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.
- Post two responses to other student postings to the weekly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.

2. Residency Intensive Assignments and Specialization topic (total of 200 points).

You will be given several class assignments during the intensive to complete as you study about culture. Be sure to see Blackboard for further instructions.

Each module/course will feature select content experts and guest lecturers in addition to the course professor. These experts offer enhanced content and practical insight into the learning objectives of each course.

3. Area of Specialization Project (200 points). Each course includes a project that immerses the student in an in-depth engagement with, and analysis of, a specialized area of academic interest that further develops one specific key course concept. The Area of Specialization Project for each course may be used as an opportunity to investigate a topic relative to your dissertation more deeply, or to address a specific situation in your personal ministry context.

The selected topic, along with additionally selected texts, will be submitted to the instructor for approval. Students are responsible for conducting research and preparation relevant to the selected area of interest prior to the Residency session.

This assignment is completed in in three parts:

- Residency: In Class introduction and Guided Discussion (50 points). A 2-3 page summary of the topic will be provided by the presenter to each student for review and critique
- Post-Residency: Online PowerPoint presentation and discussion postings with other students (50 points)
- Final paper: The final paper will include an analysis of the selected area, a literature review of course texts and additionally selected texts and supporting sources, and summary of findings. (100 points)

A Grading Rubric will be provided for this assignment

4. Best Practices Summary (200 points). Each student will complete a Best Practices Summary designed to develop specific skills related to the core content areas. This assignment will provide students with an opportunity to describe, analyze, integrate, and apply key course concepts, while developing practical skills.

This is a summative integrative paper that describes your own learning experiences in the course, and synthesizing what you have learned from your assignments, the online learning experiences, class discussions, readings, and any other course experiences. Your Best Practices Paper addresses the following areas in three sections:

- Key Concepts: Identify and summarize the key course principles or concepts.
- Case Description: Describe a specific case, context or proposed situation related to the application of the identified key course concepts.
- Practical Application: Provide a practical application of key course principles and concepts to your identified context.

This assignment is to be a critically reflective analysis that identifies best practices relative to your personal ministry context. The Best Practices Summaries from each course will be utilized in the third year Critical Reflection Integration Paper that synthesizes your identified Best Practices into a comprehensive presentation.

A Grading Rubric will be provided for this assignment

SEQUENCE OF INSTRUCTION

COURSE CONTENT	ASSIGNMENT DUE	DATES
PRE-RESIDENCY SECTION (TRIMESTER 2-3)		

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p>Overview and Introduction of Course Content</p> <ul style="list-style-type: none"> During the pre-residency time, we will delve into an examination of the teaching-learning experience in the context of Christian education. Effective Christian teachers employ specifically designed instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning, while promoting the development of Christian thought, life, and practice in the context of authentic Christian care and community. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, academic engagement, and outcomes assessment We will maintain a clear triangulation of academic inquiry, with your personal ministry context at the center: 1) Constant engagement with the Biblical Text, 2) Interaction with the Major Systematic Theological works, and 3) Sound Academic Research methodology that utilizes well-constructed theoretical frameworks built upon clearly defined and measurable variables. 	<ul style="list-style-type: none"> Course Reading Schedule <ul style="list-style-type: none"> The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study. Anthony, Michael (Editor). <i>Introducing Christian Education: Foundations for the Twenty-first Century</i>. Estep, J.R., Anthony, M., and G. Allison. <i>A Theology for Christian Education</i>. Groome, Thomas H. <i>Christian Religious Education: Sharing Our Story and Vision</i>. Suskie, Linda. <i>Assessing Student Learning: a Common Sense Guide</i>. 2nd ed. Read and study any PowerPoint Presentations, journal articles, monographs, media sources, additional documents or any other posted materials. For all readings and due dates, see the schedule listed below. Read any additional Course Materials on and participate in all online course activities through Blackboard for this section. Assignments Due: <ul style="list-style-type: none"> Discussion Postings: (200 pts)-2 parts- <ul style="list-style-type: none"> Post a primary reply to the instructor's weekly Discussion Board Questions. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. Post a response to another students' postings to the weekly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. Area of Specialization Introduction and residency requirements (40 pts) <ul style="list-style-type: none"> As a result of study and research, the 	<p>February-March</p> <p>April</p> <p>May</p> <p>June</p> <p>Monthly</p> <p>June</p>

STUDENT EVALUATION

A. Discussion Board Postings	400 pts
B. Residency Intensive Assignments	200 pts
C. Area of Specialization Project	200 pts
D. Best Practices Summary	200 pts
Total Course	1000 pts

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%		C	77–79%	
A-	92–94%		C-	74–76%	
B+	89–91%				
B	86–88%		Any grade lower than “B” will be lowered to “F.”		
B-	83–85%				
C+	80–82%				

ATTENDANCE POLICY

You are expected to actively participate in the course each and every week. Therefore, the minimum requirements for being considered “present” in the online (Pre- and Post-Residency sections) of the course are that you participate in the discussion board, and complete at least one of the assignments required. Failure to do so will count as an absence.

You are only permitted 2 absences per Trimester and you must notify your professor and offer an explanation. If you exceed those, you will be automatically withdrawn from the course in accordance with published SCS policies. Additionally, your professor reserves the right to lower your final grade for any assignments turned in late even when notified in advance, unless there are extenuating circumstances.

All students are expected to be present and actively participate in all aspects of the Residency section of each course. If you fail to attend the Residency section you will be automatically withdrawn from the course in accordance with published SCS policies.

LATE COURSE WORK POLICY

Late submissions of assignments must be communicated and explained to the course instructor. Late work will be given a deduction of the earned total points as determined by the extent of the circumstances and at the instructor's discretion.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

COURSE BIBLIOGRAPHY

Agee, Bob R., and Douglas V. Henry, eds. *Faithful Learning and the Christian Scholarly Vocation*. Grand Rapids, Mich.: Wm. B. Eerdmans Publishing Company, 2003.

Banta, Trudy W. *A bird's-eye view of assessment: selections from editor's notes*. San Francisco, Calif: Jossey-Bass, 2011.

Banta, Trudy W., Elizabeth A. Jones, and Karen E. Black. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass, 2009.

Cannell, Linda. *Theological Education Matters: Leadership Education for the Church*. BookSurge Publishing, 2008.

- Clark, R.E., Johnson, L. and A. Sloat. Christian Education: Foundations for the Future. Chicago: Moody Bible Institute, 1991. ISBN-10 640 Pages
- Gangel, Kenneth O., editor. Toward a Harmony of Faith and Learning. Eugene, OR: Wipf and Stock, 2002.
- Holmes, Arthur F. Building the Christian Academy. Grand Rapids, Mich.: Wm. B. Eerdmans Publishing Co., 2001.
- Diamond, Robert M. Designing and Assessing Courses and Curricula: a Practical Guide. 3rd ed. San Francisco: Jossey-Bass, 2008.
- Fink, L. Dee. Creating Significant Learning Experiences: an Integrated Approach to Designing College Courses. San Francisco, Calif.: Jossey-Bass, 2003.
- Gronlund, Norman E., and Susan M. Brookhart. Gronlund's Writing Instructional Objectives. 8th ed. Upper Saddle River, N.J.: Pearson, 2009.
- Kramer, Gary L., and Randy L. Swing, eds. Higher Education Assessments: Leadership Matters. Lanham, MD: Rowman & Littlefield Publishers, 2010.
- Marzano, Robert J. Designing & Teaching Learning Goals & Objectives. Bloomington, IN: Marzano Research Laboratory, 2009.
- Marzano, Robert J., and John S. Kendall. The New Taxonomy of Educational Objectives. 2nd ed. Thousand Oaks, CA: Corwin Press, 2007.
- Middaugh, Michael F. Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness. San Francisco: Jossey-Bass, 2010.
- Palmer, Parker J. The Courage to Teach. San Francisco: Jossey-Bass, 1998.
- Palomba, Catherine A., and Trudy W. Banta. Assessment essentials: planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass Publishers, 1999.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University Of Chicago Press, 1969.
- Vela, J. Learning to Listen, Learning to Teach. San Francisco: Jossey-Bass, 2002.
- Walvoord, Barbara E. Assessment Clear and Simple: a Practical Guide for Institutions, Departments, and General Education. 2nd ed. San Francisco, CA: Jossey-Bass, 2010.

Yount, William R. *Created to Learn: A Christian Teachers Introduction to Educational Psychology*. Nashville, TN: Broadman and Holman Publishers, 2010.

Any sources listed in your textbooks are suitable, as is any commentary or other resource in the seminary library. If you want to use a book from your own library that is not on the approved list (in your textbook or in the seminary library), please check with your instructor before using it.

SYSTEMATIC THEOLOGY - GENERAL BIBLIOGRAPHY

Berkhof, Louis. *Systematic Theology*. Grand Rapids, MI: W.B. Eerdmans, 1996.

Buswell, J. Oliver. *A Systematic Theology of the Christian Religion*. Grand Rapids: Zondervan Pub. House, 1962.

Chafer, Lewis Sperry. *Systematic Theology*. 8 vols. Dallas, Texas: Seminary Press, 1969.

Erickson, Millard J. *Christian Theology*. Grand Rapids, MI: Baker Academic, 2013.

Geisler, Norman L. *Systematic Theology*. 4 vols. Minneapolis, MN: Bethany House, 2002.

Grudem, Wayne A. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan, 2000.

Hodge, Charles. *Systematic Theology*. 3 vols. Grand Rapids: Eerdmans, 1952.

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Thiessen, Henry Clarence, Vernon D. Doerksen, and Henry Clarence Thiessen. *Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 1979.

