EDU 5111: Models of Teaching for Children and Teens
Unification Theological Seminary

Spring Term 2013 **Dr. Kathy Winings**
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Purpose:

Children and teenagers are the lifeblood of any church, denomination or faith community. They are worthy of our investment when it comes to their faith education. This is why just giving them the "Word of God" is not enough today in helping shape their faith perspective and their response to God. This course is designed to give students the tools, skills and knowledge they need to be effective ministers and teachers of children and teens. The course will offer an overview of the variety of models, strategies and theories that are utilized to enhance our effectiveness as parents, teachers, educators, and pastors. Identifying and understanding these models and the theories which support them will advance the student's instructional and ministerial competence in selecting the model or models which are most appropriate for learning to occur as well as formulate models which may be specific for general religious education and denominational or faith-based religious education. The particular focus of this course will be the teaching of children and adolescents. This involves ages 2 to 17. The student will also be able to assess the developmental levels of their students in order to select the appropriate model of teaching and content level. An added dynamic of the course will be understanding teaching and learning within a context of neuroeducation and brain-based learning.

Course Outcomes:

1) Students will gain a practical as well as theoretical understanding of the development and theory behind models utilized in the teaching profession.
2) Students will be equipped to incorporate these teaching models in their role as teachers and ministers within a religiously-based context or peacebuilding context, as well as construct their own models.
3) Students will be able to compare and contrast selected models of teaching and analyze their strengths and weaknesses.
4) Students will be equipped with the preliminary skills necessary to organize educational lessons and church-based programs as well as improve their effectiveness as teachers and ministers.
5) Students will be able to assess and evaluate learners based on various learning theories in order to design an effective teaching program for children and adolescents.

Textbooks:

1. Ivy Beckwith. 2004. ***Postmodern Children's Ministry: Ministry to Children in the 21st Century.*** Grand Rapids: Zondervan Press. ISBN: 10:0310257549; $11.35.
2. Special Models of Teaching Reader: This is a reader put together by Dr. Winings with special articles and chapters from diverse resources. $20.00. (Money will be collected in class and given to the Finance Office.)

Method of Evaluation:

1) Active class attendance, discussion and participation (25%)
2) Observation and Critique of a Sunday School class or Youth Ministry class session (5-7 pages) (25%)
3) Self-reflective essay on Learning and Teaching Philosophy and Style (3-4 pages) (20%)
4) Final Teaching Plan (30%)

Observation of Sunday School/Youth Ministry Programs: A mainstay of this course will be a series of observations in a Sunday School class or Youth Ministry class of your choosing. After selecting a specific age group, each student is to observe a minimum of 3 Sunday School or Youth Ministry sessions throughout the term. Students will write a 5-7 page evaluation and critique after completing all of the observations. Reflect on course readings and class content as well as your own opinion as to effectiveness of the lessons. For your essay, consider such issues as: (1) age appropriateness of the teaching methods and content, (2) whether or not the teacher was aware of what was happening in the classroom and responded appropriately, (3) if the students appeared to be learning or not, (4) were there any problems or special challenges in the class and if so, how were they handled, (5) did the teacher have a lesson plan and outcomes or not, (6) what was the general atmosphere of the classroom and did it contribute to learning or not, and (7) how would you teach the class if you were the teacher or youth minister? What would you do differently? The same?

Final Teaching Plan: Students will work in pairs to plan a lesson segment that they might teach to an age-group of their choice. Each team is to develop their lesson segment around a faith-based topic of their choosing and covering 3 teaching sessions so as to give ample time to effectively teach the topic. Students should plan an age-appropriate experience and incorporate as many diverse methods of teaching as necessary to be effective. Each pair will submit a full lesson plan for each of the 3 teaching sessions. Each team will have roughly 30 minutes to present their lesson segment to the class. A question and answer session will follow their lesson presentation. In addition, each student will hand in a 5-8 page description of their lesson design, their thinking and rationale as to why they chose the topic and methods and why they chose the lesson outcomes noted on the lesson plans.

Academic Integrity

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of "plagiarism" and a violation of the Seminary's academic integrity policy. Instances of plagiarism may be reported to the Vice President of Academic Affairs for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

The first instance of plagiarism in this course, the student must repeat the assignment. If the student plagiarizes again, the student will receive an "F" for the course.

Weekly Topics & Reading Assignments:

Week 1: Course Introduction/Teaching Styles and Learning Styles
Readings: Beckwith *(Chapters 1-2)*and *Models Reader* (Article 1)

Week 2: Neuroeducation and Brain-based Teaching
Readings: Beckwith *(Chapters 3-4),* and *Models Reader* (Articles 2, 3)

Week 3: My Neurons Made Me Do It
Readings: Beckwith *(Chapters 5-6),* and *Models Reader* (Article 4)

Week 4: How We Learn – The Basics of Educational Theory
Readings: Beckwith *(Chapter 7),* and *Models Reader* (Article 5)

Week 5: Learning, Planning, Outcomes and Knowing our Goal
Readings: Beckwith *(Chapter 8-9),* and *Models Reader* (Article 6)

Week 6: The Who, What and Why of Teaching
Development of Children
Readings: *Models Reader (*Article 7)

Week 7: The Who, What and Why of Teaching
Development of Adolescents

Readings:	*Models Reader* (Article 8)

Week 8:	Where Are You Going in Your Lesson? Putting It All Together
Readings:	*Models Reader (*Article 9)

Week 9:	Storytelling and Drama as a Teaching Method *Students will tell stories from their own cultures/faiths*

Week 10:	Drama and Role Play as a Teaching Method *Students will develop their own Role Play or Drama*
Readings:	*Models Reader* (Article 10)

Week 11:	Making the Most of Small Groups and Group Discussion *Students will teach using small group theory*

Week 12:	Teaching and Learning through Games & Activities *Students will teach using games and activities*

Week 13:	Presentation of Teaching Plans

Week 14:	Presentation of Teaching Plans

Week 15:	Teaching as a Spiritual Act Course Conclusion

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