SYLLABUS OF EL 1515-50
Education I – on line – Fall 2003

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Class will be run on-line from November 1- December 19.

Objectives for the course:
1. to create a context in which to place an understanding of religious education.
2. to develop conceptual frameworks for developing and assessing the adequacy of various kinds of religious education.
3. to introduce resources and ideas to enliven conceptions of religious education and to encourage creative work in multiple contexts.

Summary of the course:
This course is an introduction to education leadership in congregations. It begins with introductions by the participants, moves to an exploration of the term, “knowing,” reviews a history of religious education in the USA, and considers the various ways that social sciences contribute to our understanding of learning and teaching in religious contexts. Then there is a focus on supporting the faith of adults in daily contexts especially through bible study, a sharing of the projects students have been working on and a look at challenges in our current contexts.

Required reading:
Harris, Maria. (1989) Fashion me a People. Louisville: John Knox Press.

Weekly Plan

WEEK ONE: NOVEMBER 3
Learning objectives:
1. learn to navigate the on-line course;
2. know who are the participants in the course and in your small group;
3. begin your learning autobiography;
4. solve any technical difficulties with accessing the course;
5. share with your small group any fears or excitement you have about participating in this course;
6. download and print out this syllabus for future reference.

Reading assignment:
- Read Mary’s presentation.

Small group work:
- introduce yourself to others in your small group;
- share a vivid learning experience (two or three paragraphs long);
- come up with a list of similarities and difference in your stories;
- post the list to the Large Group Discussion area.

Large group discussion:
- Each participant in the course is expected to post at least one response to each of the four small group lists.

WEEK TWO: NOVEMBER 10:

Learning objectives:
1. to be able to distinguish between instrumental and constructivist understandings of pedagogy;
2. describe your vision for congregational education;
3. define epistemology and describe some differences between the basic epistemologies operating within education in general and Christian education in particular;
4. provide concrete examples in your learning autobiography of the ways in which the trio of triads operate in your own context;
5. identify the ways in your learning autobiography in which your own understanding of “knowing” shapes your religious commitments.

Required Reading:
- To Know as We are Known.
- Fashion Me a People.
- Mary’s presentation and related links.

Small Group Work:
- As a group share your insights and questions related to the reading for this week.
- Post to the Large Group Discussion area, 2 or 3 insights that you as a small group agree are important and 2 or 3 that you did not agree on or 2 or 3 things that you find confusing and would like some help from your colleagues.
- Share in your small group the concrete examples you wrote in your learning autobiography. (see objective #4 for this week)
Large Group Discussion:

Each participant is expected to post two responses to insights, disagreements or confusing issues to each of the four lists created by the small groups.

WEEK THREE: NOVEMBER 17

Learning objectives:
1. describe and define the four classic expressions of religious education in the USA as outlined by Mary Boys;
2. describe some of the historical pressures that have shaped Christian education in the USA;
3. describe in your learning autobiography how your family’s religious history has shaped your approach to religious education.

Reading Assignments:
- Mary’s presentation and related links.
- Educating in Faith: Maps and Visions.

Small Group Work:
- Each group will be assigned one of the classic expressions listed by Boys and expected to create a summary of the important aspects of that classic expression and give an example of a learning event that utilized that expression and describe the learning event. See the history task link for more details on this assignment.
- Post that summary and example in the Large Group Discussion area.

Large Group Discussion:
- Each participant is expected to post one response to each of the four summaries.

WEEK FOUR: DECEMBER 1

Learning objectives:
1. explain why developmental theory is an appropriate conversation partner for religious education;
2. describe some ways in which developmental theory can not be the primary lens through which religious education is viewed;
3. explain Gardner’s theory of multiple intelligences;
4. construct a learning unit that explore a biblical story through the lens of a particular intelligence assisted to your small group;
5. use Vella’s twelve principles to assess a religious education curriculum.

Reading Assignment:
- Mary’s Presentation and related links
**Nurturing Faith resource**

**Small Group Work:**
- Use the form of Gardner’s multiple intelligence assigned to your group and develop a lesson plan for teaching Luke 10:25-37 to adults.
- Create a handout with goals, resources, outline of lesson and other useful information. Email to Diane by December 5 at 6:00 p.m. so she can post on the web site.

**Large Group Discussion:**
- Each participant is expected to post at least one response to each lesson plan.
- Participants are encouraged to elaborate and explain their lesson plan.
- Each participant is expected to post a two – three paragraph response using Jane Vella’s principles evaluating one of the small group lesson plans.
- Each participant is expected to e-mail to Diane the format of their final project by December 5.

**WEEK FIVE: DECEMBER 8**

**Learning objectives:**

1. explain why encountering “difference” is so important to healthy faith development;
2. identify for yourself the specific things within your row life that have posed the most significant challenges to your faith development;
3. identify several characteristics of effective bible study, and describe at least two formats for adult bible study;
4. define and describe a “practices” approach to religious formation;
5. describe in your learning autobiography how one of the 12 practices Bass outlines has shaped your own experience;
6. identify five useful web sites that could support an effective educational ministry in the congregational setting with which you are most familiar.

**Reading Assignment:**
- Practicing Our Faith.
- Mary’s presentation and related links.

**Small Group Work:**
- Each participant does the “media and reality’ exercise using the CD sent to you with a small group of at least two other people. See details of the exercise on the “Media and reality exercise” link. Also called “Reality exercise” on the course home page.
- Share with your small group what you learned about yourself as a teacher and a learner.
One person from your small group summarizes your discussion and posts a paragraph
in the Large Group Discussion area.

Share in your small group the five useful web sites you found. Post a summary of the
sites of your group in the Large Group Discussion area.

Large Group Discussion:

Each participant is expected to post a minimum of a one sentence response to each of
the small group summaries.

WEEK SIX: DECEMBER 15

Learning Objectives:
1. be able to understand how narrative and ritual are interconnected;
2. have some new ways to teach the Lord’s Prayer;
3. be able to state in your learning autobiography how the final projects of the other
   participants have contributed to your own learning;
4. assess your own experience of this class and participate in a group evaluation of
   the class.

Reading Assignments:
   ? Mighty Stories, Dangerous Rituals.
   ? Mary’s presentation and related links.

Small Group Work:
? Review the final projects of your small group.
? Discuss Mary’s presentation about the Lord’s Prayer.
? Each participant is expected to complete and evaluation form and return to Karen
   Schneewind in the Dean’s office. See Mary’s presentation for the links to this form.
? Each participant is expected to complete and return a comment sheet to Diane. See
   link from Week Six page.

Large Group Discussion:
? Post a one or two paragraph summary of your final project in this area.

NOTE: Your learning autobiography should be e-mailed to Diane on or before
December 19.

ASSESSMENT
   See assessment link from the course home page.