

EM 5100 Educational Ministries and Leadership
3 hours
Fall 2019 Online (Wed., Aug. 21-Sat., Dec. 7)
TEDSonline.tiu.edu

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(Flexible, online office hours to be scheduled upon request.)

COURSE SYLLABUS

Course Description (from Catalogue)

Educational Ministries and Leadership explores the equipping of educational and other church leaders through teaching and learning, curriculum development, discipleship, and team building as well as generational and intergenerational ministries with children, youth, emerging adults, adults, and aging adults. The course will help ministry leaders understand and function in their role as practitioners leading God's people toward maturity in Christ. Participants will gain core educational and leadership competencies informed by biblical theology, a sound understanding of the human person, context, and theory.

Teaching Objectives

The course will:

- Review prominent biblical, theological, historical, and philosophical foundations of educational ministry.
- Identify major learning styles and theories and consider the contribution of these learning styles and theories toward leading God's people to maturity in Christ.
- Review, discuss, and critique basic human development theories and their relationship to Christian education.
- Examine sociological and developmental characteristics and ministry concerns of children, youth, emerging adults, adults, aging adults, and intergenerational contexts.
- Assess the primary features of select models of Christian education curriculum.
- Outline contemporary issues in church leadership.

Student Learning Outcomes

By the end of this course, students will hopefully be able to:

- Discover and evaluate educational ministry principles via practitioner interview.
- Generate and practice a mindset of meta-cognitive critical thinking.
- Experience, reflect on, and consider how multiple educational methodologies and creative learning activities might be implemented in ministry practice.
- Develop, field test, and evaluate a case study and consider how case studies can further ministry practice.
- Create, implement, and evaluate a team learning project.

Rev. 6/28/19

Course Format

This course will include a variety of methods and tools, including voice-over and pre-recorded PowerPoint mini-lectures, synchronous video conference discussion sessions (via Zoom), media, asynchronous Forum posts, interviews, case studies, team presentations, and reflection papers.

More About This Course

- Each week of the course will focus on an aspect of educational ministries and/or leadership with primary focus on the church. The course assumes participants are active in a ministry context, generally a local church, as the course activities call for reflection and application to a ministry context.
- **Instructor Availability:** Generally, I will be available online each week in Zoom meetings and Forums. Virtual office hours are flexible so as to meet participants' needs, and may be arranged via a private Zoom Meeting, Skype, or by phone. Participants are also encouraged to use the "EM 5100 Participants' Forum for Questions and Comments" link at the top of the course page to ask questions and discuss matters which may be of interest to the entire class. For general course information the "Questions Forum," which will benefit the entire class, is the preferred means of public communication. You may also set up an appointment for private conversation.
- **Time Commitment:** This course is offered fully online but follows the regular semester schedule. Participants will invest approximately 8-10 hours per week for each of the 14 weeks in this course. This workload is commensurate with a 3-hour in-residence workload. The weekly hour workload will be roughly as follows:
 - 3-4 hours per week reading including collateral reading,
 - 3-4 hours per week in video-based reflections and field-based activities,
 - and 2-3 hours per week in class discussions including written Forums, Zoom meetings, etc.
 - On the online course site next to each activity, I have suggested the approximate time you should devote to each activity in order to master the objective.
- This course is a "meta-course," that is, a course which calls for extensive periods for you to *critically reflect* on your own *practice, context, and experience* in educational ministry. You will find these "Pause and Reflect" periods introduced by frequent questions throughout the course presentations. While one option is to rapidly move through course content to "cover it," I encourage you to actually "pause and reflect" on the questions posed in light of your own *practice, context, and experience*. Your intentional "connection with practice" occurring during the "Pause and Reflect" times will maximize your learning experience. To these ends, I have doubled the listed time for the pre-recorded mini-lectures to encourage you to "pause and reflect" throughout the presentation (i.e. a 15 minute long mini-lecture is posted as 30 minutes).
- **Each week's module unit will follow this pattern:**
 - **Prepare (Orientation):** Preparation in the course content generally through devotional thoughts, brief introductory videos, discussion/thinking stimulators, reading surveys, or some sort of activity that will guide your thinking into the subject areas of the module.

- **Understand** (Content): Understand the course content in greater depth through readings, PowerPoint presentations, lecturettes, research practices, context explorations, case study examinations, field work, and forum discussions.
 - **Apply** (Practice/Response): This section furthers understanding in the context of the learner through written papers, synchronous or asynchronous forum discussions, Zoom meetings, reflective writings, or other engagement methods.
- **Technology**
- This section of EM 5100 is offered fully online through the TEDS Online Classroom. While participants do not gather at the same time or in the same place, participants taking this course are part of a learning cohort in the TEDS learning community. Participants are required to have at least weekly access to the Internet to upload and download lessons and assignments, watch streaming video, and participate in online discussions with others. You will also be required to submit papers through TEDS Online system.
 - A free account with Zoom (www.zoom.us) is required. Participants are expected to have a webcam as well as audio for Zoom meetings. Please ensure you review the directions for active participation in Zoom Meetings in the Before You Begin “Welcome and Orientation” module on the online course site.
 - Interaction in the course (between course participants, course facilitator and participants) occurs in both public and private modes. Nearly every module contains one or two Forums where public asynchronous discussion occurs. Most modules also contain a required one hour Zoom Meeting where synchronous online discussion occurs for that week. Required course Reflective Response postings generally directed to the professor also provide opportunity for interaction. Each of these modes happen on a weekly basis and form a critical backbone of the course.
 - The course facilitator will contact you at your Trinity email account (username@tiu.edu) for communication regarding this course. You are expected to check both the course page and your Trinity email regularly.

Course Texts (Reading is due during the module indicated in the schedule. See page 10.)

A. Choose ONE of the following four textbooks for the educational ministry portion of the class:

1. McKinney, Lora-Ellen. 2003. *Christian Education in the African American Church: A Guide for Teaching Truth*. Valley Forge, PA: Judson Press.
2. Pazmiño, Robert W. 2002. *Cuestiones Fundamentales de la Educación Cristiana*. Spanish edition. Eugene, OR: Wipf and Stock.
3. Pazmiño, Robert W. 2008. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. 3rd ed. Grand Rapids, MI: Baker. [**Note: Must use the 3rd edition.**]
4. Parrett, Gary A., and S. Steve Kang. 2009. *Teaching for Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, IL: IVP Academic. [Note: Selections will be read.]

B. For the leadership portion of the class, the following two texts are required:

1. Ledbetter, Bernice M., Robert J. Banks, and David C. Greenhalgh. 2016. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. 2nd ed. Grand Rapids, MI: Baker. [Note: **Must use the 2nd edition.**]
2. Nouwen, Henri J. M. 1992. *In the Name of Jesus: Reflections on Christian Leadership*. Crossroad. [Note: Any printing of this readily available book is fine.]

If you have read Nouwen in the past two years, choose one of the following alternatives and read 50-75 pages from the volume.

Barton, Ruth Haley, and Leighton Ford. 2008. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: IVP Books.

Dawn, Marva, and Eugene Peterson. 1999. *The Unnecessary Pastor: Rediscovering the Call*. Grand Rapids, MI: Eerdmans.

Scazzero, Peter. 2015. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan.

Seamands, Stephen A. 2005. *Ministry in the Image of God the Trinitarian Shape of Christian Service*. Downers Grove, IL: InterVarsity Press.

Willimon, William. 2000. *Calling and Character: Virtues of the Ordained Life*. Nashville, TN: Abingdon.

C. Additional Required Reading: Besides the textbooks (above), there will be additional reading required for each module. These chapters and short articles can be downloaded through the online course page within each module.

D. Collateral Reading: Participants will select 500 pages of collateral reading. Collateral reading is *in addition* to required readings and based on an area of personal interest from: a) additional not required readings in the course texts; b) articles posted in the online course Bookshelf; c) sections from the course Bibliography, or d) other related educational ministry readings *approved in advance* by the professor. Collateral reading must be in at least *three different sources*. Participants are encouraged to complete some collateral reading each week as the intent of collateral reading is to inform your Forum postings, Zoom Meeting comments, and your Team Learning Project. A final Reading Report of the collateral reading is **due Saturday, December 7**, (no weekly collateral report needed) following the format indicated on the course page (i.e. What books did you read? Number of pages? Total pages?).

Required readings and collateral readings will constitute 15% of the final course grade.

Assignments and Course Expectations

A. Reading (15%): Required readings are due as specified for each module. Collateral reading is due by the end of the semester (Saturday, December 7).

B. Participation in Weekly Zoom Discussion Sessions (15%): Attendance and active participation in weekly, synchronous Zoom discussion sessions. **These one-hour sessions will be offered on Tuesdays from 8:00-9:00 p.m. (central time) and Wednesdays from 8:00-9:00 a.m. (central time).** Choose one session to attend per week. Eleven (11) Zoom discussion sessions are required over the fourteen weeks of the semester. One optional make-up session will also be offered. Participants will self-report their weekly Zoom attendance and participation after each discussion session via an online report form.

C. Participation in Weekly Forum Posts and Reflection Response (10%): Most weeks, students will participate in an asynchronous forum post with their colleagues and the instructor, and will write a short reflective response about the module's theme submitted to the instructor.

D. Educational Ministry Leadership Interview Reflection Paper (5%): Interview a staff member (e.g. associate pastor, director, or coordinator) in a local church who is responsible for leading educational ministries in that church. Write a reflection paper based on the interview.

1. Prepare interview questions and interview the leader for a minimum of forty-five (45) minutes in length. Explore his or her educational philosophy, guiding principles, and practices.
2. **Write a 2-3 page, double-spaced paper** (plus appendix). Briefly summarize your big take-aways from the interview (about 1 page). Then, reflect on your interview in light of the educational foundations, frameworks, principles, and tools explored in class so far (about 1-2 pages). Embed a few key direct quotes from the interview to support your take-aways.
3. Include an appendix with your prepared interview questions. Do not include a transcript of your interview.
4. Note: In this assignment, spend more time *reflecting on what you have learned from the interview through the lens of this class*, rather than simply reporting and summarizing your interviewee's thoughts on educational ministry.
5. For more guidance on this assignment, see the grading rubric available on the online class page.
6. **The reflection paper is due September 14.**

E. New Educational Methods or Bloom in Action Paper (15%): Choose one of the following two options for this assignment.

Option #1: New Educational Methods Reflection Logs: Choose three (3) new-to-you educational methods from class or course readings (see class PowerPoints for ideas). Plan and use the methods in three different educational ministry events that you teach or lead in your context (e.g. small group, children's SS class, outreach event, etc.). In other words, use one new method in one event, and another new method in a second event, and so on.

1. **For each new method, write a one-page summary log** (single-spaced) about the teaching experience. Structure each log according to the SOAR method:
 - a. S(urvey): The new method you tried and the context of your "experiment."
 - b. O(bserve): Observations about what happened; just the facts based on thoughtful observations.
 - c. A(nalyze): Interpret your findings using frameworks, concepts, and/or terms discussed in class
 - d. R(espond): Affirm what you learned about teaching and learning. Identify what you would do differently next time.
2. For more guidance on this assignment, see the grading rubric available on the class online page.
3. Planning and execution time (75 minutes in Mods 5, 6, 7) are scheduled. Your three written logs (single-spaced) are **due at the end of Module 7: October 12**. Contact the professor/facilitator if a bit more practice time is needed.

Option #2: Bloom in Action Reflection Report: Observe how and when questions are used during an educational ministry event, or in a published ministry curriculum if you cannot attend a live event. Prepare a 3-4 page double-spaced reflection report with your response to these questions:

1. Briefly describe the ministry context; or give the name, author &/or publisher of the curriculum.
2. What kinds of questions were asked (closed, open, leading, devil's advocate, hypothetical, etc.)?
3. Who asked the questions (just the leader or participants also)?
4. What Bloom level of cognitive understanding do the questions represent?
5. What types of responses were given &/or what types of responses were expected (thinking Bloom)?
6. What questions could have been asked to further deeper cognitive learning, reflecting Bloom's taxonomy? Propose five specific questions, their Bloom level, and when they could have been included in order to advance the cognitive learning of the participants.
7. For more guidance on this assignment, see the grading rubric available on the class online page.
8. Planning and execution time (75 min in Mods 5, 6, 7) are scheduled. Your reflection report is **due at the end of Module 7: October 12**.

F. Team Learning Project (20%): In teams of 2 (or 3), develop, implement, and reflect upon a teaching and learning event which you facilitate in your ministry context. Then, develop and deliver a team presentation for the class based on what you learned. Teams will be chosen/assigned early in the semester. The location of the teaching and learning event must be in at least one team member's ministry context (it may be in both depending upon contexts and the content of what you are facilitating). The team learning project includes three parts:

1. **Team Learning Project Proposal:** Working with your team, develop a one-page proposal which addresses the following points/questions. Planning and execution time (in Modules 3 & 4; 75 minutes each module) are scheduled. The proposal is **due at the end of Module 4, September 21.**
 - a. *Ministry Opportunity:* Select one learning theory (e.g. head/heart/hands; know/be/do; andragogy; multiple intelligences; Bloom's new taxonomy) and one method to apply in a live ministry context as part of the educational solution to a current problem, challenge, or opportunity you are facing. At least one of your team members should have a live ministry context in which to practice your theory and method. What major questions will be addressed by this project? How will your chosen theory and method address the current situation?
 - b. *Purpose:* State the purpose of your study or project in one sentence.
 - c. *Context:* Where will the project take place? What is the background of the situation, organization, or group? Who are the participants or stakeholders? What are their interests?
 - d. *Project Means/Resources:* How will you conduct your project? Include all or some of the following: new resources pertaining to your theory and method, materials to consult, people to involve, processes to observe, and theoretical frameworks to employ.
2. **Implement the Learning Project in Your Ministry Context:** Facilitate/teach what you have planned/prepared in your ministry context.
3. **Team Presentation to the Class:** Create a 20-minute presentation of your completed Team Learning Project. You may present your presentation "live" in a Zoom meeting during Module 10 (**Tuesday, October 29 or Wednesday, October 30**) or video-capture the presentation and post it on YouTube. For the former option, please arrange with me at least two weeks ahead of time. **The presentation must include the following:**
 - a. A live or pre-recording presentation which briefly addresses the ministry opportunity, purpose, context, and project means/resources (see above).
 - b. A thorough and reflective discussion of:
 - i. *Findings:* From your live ministry experience, what did you find out about the theory and method implementation? What did your team find out about working together – surprises, challenges, division of labor, key decision points, overall process, group dynamics, etc.?
 - ii. *Discussion/Application:* What does it mean? What is your Biblical/theological reflection on the teaching and learning process and the theory used in this project? How might your discoveries help you in ministry? How could your discoveries serve the church and the interests of Jesus Christ? How could your discoveries inform your developing philosophy of ministry?
 - c. **Accompanying your presentation should be a one-page summary (notes) document posted online for your class colleagues.**
 - d. Following the presentation, *each individual* on the team must complete and submit the Team Project Evaluation Rubric.

The Team Learning Project (presentation, one-page handout, and Evaluation Rubric) are **due at the end of Module 10, November 2.**

G. Leadership Case Study (10%): Write a case study on a leadership issue in a ministry context. (You may work with a partner on this assignment if you wish). Then, field test it with a group of people and write a short reflection on the experience. See the assignment details on the course page under “How to Write a Case Study” in the Before You Begin module near the course syllabus. The case study and reflections upon the field test are **due at the end of the course: Saturday, December 7.**

H. Leadership Lessons Learned Reflection Paper (10%): Reflect on the leadership portion of the course. What have you have learned about Christian leadership? How do you hope to use what you have learned in your current and future ministry leadership? List ten lessons you have learned from this course that you want to remember to apply in either your personal or ministry/work life. For each lesson, write a paragraph summarizing and applying each leadership lesson. Put all ten paragraphs in one document. **Due at the end of the course: Saturday, December 7.**

An Additional Word on Assignments:

Writing assignments and projects should be written at the graduate level and according to the “TIU Style and Format Guide (2016 Edition),” which can be found in the Before You Begin page. Requisite paper formatting (unless specified otherwise) includes: a cover page with name, title, course, etc.; one inch margins, 12 point Times Roman font, double-spaced, pagination, correct English (including spelling, punctuation, topic/thesis sentence with paragraphs), citations as needed, and bibliography/reference list when required. Grade deductions will be made when these conventions are not followed; or in the case of late assignments.

Unless indicated otherwise, all writing assignments are due by Saturday midnight of the week assigned and are to be uploaded at the appropriate location on the course page.

In addition to the detailed directions for each assignment above, note the grading rubrics found on the course page under Before You Begin which will be used for grading course assignments.

Course Grading Distribution

Reading	15%
Participation in Zoom Discussion Sessions	15%
Written Discussion & Reflection Participation (“reflective responses” & “forum” postings)	10%
Educational Ministry Leadership Interview Reflection Paper	5%
New Educational Methods or Bloom in Action Paper	15%
Team Learning Project (proposal + presentation)	20%
Leadership Case Study	10%
Leadership Lessons Learned Reflection Paper	10%
Total	100%

Grading Scale

A	93 and above	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	F	Below 63
C+	77-79		

Suggested Strategy for Successful Course Completion

The following provides a suggested strategy for weekly course work completion. Not all the activities are required every week, so your schedule will vary. Remember you can expect to invest 8-10 hours per week in each of the 14 weeks of this course.

Early in the week: Set aside one two-hour time block, and the Zoom meeting block.

- Review the week's module assignments; note field work (15 min).
- Complete the Prepare section (30-45 min).
- Complete text & article readings (60-90 min).
- Attend the Zoom meeting (60 min).

Mid-week: Set aside one three-hour time block

- Review all video material and Pause and Reflect (90-120 min).
- Make initial Forum posts and/or meet with class colleagues (15-75 min).

Late in the week: Set aside at least one two-hour block and other times as needed.

- Interact in Forum posts / meet with class colleagues (30-60 min).
- Complete field work (60-120 min).
- Read collateral (60 min).
- Complete weekly "self-reports" (30 min).

Institutional Policies

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity school to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact the **Associate Dean of Students** at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with the **Associate Dean of Students** to discuss your needs. You can contact him or her at _____.

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean/Associate Dean of Students. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty shall be a “0” for the assignment and an “F” for the course. For the full policy, please see the TEDS/TGS Student Guide.

Course Outline and Schedule

Module #	Topic	Reading Due (by Saturday midnight; additional articles by download through course site; does not include collateral reading)
“Before You Begin”	Orientation Week	
Educational Ministry Focus		
1. Aug 25-31	Educational and Biblical Frameworks	<ul style="list-style-type: none"> • McKinney (ix - Ch 2) <i>or</i> • Pazmiño español (Intro & Ch 1) <i>or</i> • Pazmiño (Intro - Ch 1) <i>or</i> • Parrett & Kang (p. 7 through Ch 1) • AND Guthrie, “Christ Centered EM”
2. Sept 1-7	Learning Climate and Learning Theories	<ul style="list-style-type: none"> • McKinney (Ch 3-4) <i>or</i> • Pazmiño español (Ch 2) <i>or</i> • Pazmiño (Ch 2) <i>or</i> • Parrett & Kang (Ch 2) • AND Knowles, “Andragogy” • AND Bloom’s “New Taxonomy”
3. Sept 8-14	Developmental Theories and Educational Philosophy	<ul style="list-style-type: none"> • McKinney (Ch 5-6) <i>or</i> • Pazmiño español (Ch 6) <i>or</i> • Pazmiño (Ch 6) <i>or</i> • Parrett & Kang (Ch 8) • AND Aukerman, “Development”
4. Sept 15-21	Methods and Learning Styles	<ul style="list-style-type: none"> • McKinney (Ch 7-8) <i>or</i> • Pazmiño español (Ch 3) <i>or</i> • Pazmiño (Ch 3) <i>or</i> • Parrett & Kang (Ch 6) • AND Sanders, “Questions”
5. Sept 22-28	Curriculum and Planning	<ul style="list-style-type: none"> • McKinney (Ch 9) <i>or</i> • Pazmiño español (Ch 7) <i>or</i> • Pazmiño (Ch 7) <i>or</i> • Parrett & Kang (Ch 14) • AND Conde Frazier, “Curriculum”
6. Sept 29-Oct 5	Children, Youth, and Emerging Adults	<ul style="list-style-type: none"> • McKinney (Ch 10-11) <i>or</i> • Pazmiño español (none) <i>or</i> • Pazmiño (none) <i>or</i> • Parrett & Kang (Ch 7) • AND Williams, “Moralisms” • AND Daloz Parks, “Emerging Adulthood”

7. Oct 6-12	Adults, Aging Adults, Intergenerational, and Special Needs	<ul style="list-style-type: none"> • McKinney (Ch 12-13) <i>or</i> • Pazmiño español (Ch 4) <i>or</i> • Pazmiño (Ch 4) <i>or</i> • Parrett & Kang (Ch 9) • AND Cranton, “Adult Learning” • AND Seaver, “My World”
8. Oct 13-19	Media, Bible Study and Teaching, and Christian Formation	<ul style="list-style-type: none"> • McKinney (Ch 14-15) <i>or</i> • Pazmiño español (Ch 5) <i>or</i> • Pazmiño (Ch 5) <i>or</i> • Parrett & Kang (Ch 10) • AND SOAR Handouts • AND Kang, “Formation Process”
9. Oct 20-26	Small Groups, Volunteers, and Resilience	<ul style="list-style-type: none"> • McKinney (Appendixes) <i>or</i> • Pazmiño español (Appendixes) <i>or</i> • Pazmiño (Appendixes) <i>or</i> • Parrett & Kang (Conclusion) • AND Williams, “Volunteers” • AND Haack, “Small Group Eval”
Christian Leadership Focus		
10. Oct 27-Nov 2	Adaptive Leadership and Organizations	<ul style="list-style-type: none"> • Read Heifetz et al. (Ch 2)
11. Nov 3-9	Leadership Foundations	<ul style="list-style-type: none"> • Ledbetter (ix - Ch 3) • Parrett, “Culturally Sensitive” • Greenleaf, “The Servant as Leader”
12. Nov 10-16	The Leader as Person	<ul style="list-style-type: none"> • Ledbetter (Ch 4-6) • Fernando, “Some Personal Convictions”
Nov 17-23	Thanksgiving Break Week	
13. Nov 24-30	Leadership and People	<ul style="list-style-type: none"> • Ledbetter (Ch 7 – Conclusion) • Malphurs & Penfold, “How to Create and Cast a Compelling Vision”
14. Dec 1-7	Leadership Process	<ul style="list-style-type: none"> • Nouwen (in its entirety) or alternative (see above under course texts) • Guthrie, “Leadership”

Course Bibliography (See additional bibliographies available on the online course page.)