

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**

**CE 510 Essentials of Education**

**Dene Wood, Ed.D.**

**Fall 2006**

**COURSE SYLLABUS**

**DESCRIPTION**

This course will examine the essentials of education as the process of discovery and development of human potential. Emphasis will be given to philosophical, psychological, and biblical foundations of education; and education in the purpose of the Church. The practical element of teaching will be stressed.

**COURSE OBJECTIVE**

The comprehensive objective of this course is to guide students in understanding the multi-faceted dynamics and God-given privilege of participation in the educational process of developing human potential.

**LEARNING OUTCOMES**

With focused and active engagement in this teaching-learning experience, each student can attain his/her goals for comprehending the dynamics of education and should be able to

1. Articulate educational implications of major philosophical worldviews;
2. Formulate a personal philosophical perspective that relates Christian commitment to educational concerns;
3. Apply insights about *learning* gained from psychological developmental theories;
4. Explore major learning systems and identify specific principles for teaching that grow out of these systems;
5. Appreciate teaching as an art and value the qualities, both natural and cultivated, of the artists who practice it;
6. Discuss the purpose and role of education in the Church; and
7. Synthesis and integrate insights gained from this learning experience into his/her area of ministry.

Please note:

(1) Students may vary in their competency levels on the above abilities. (2) Students can expect to reach the above learning outcomes *only if* they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements.

## **TEXTBOOKS**

### ***Required Texts***

1. J. A. Banner, Jr. & H. C. Cannon. *Elements of Teaching*. Yale University Press. 1997
2. Michael L. Peterson. *With All Your Mind: A Christian Philosophy of Education*. University of Notre Dame Press, 2001.
3. William R. Yount. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. Nashville, TN: Broadman & Holman Pub. 1996

### ***Recommended Texts***

1. M. J. Anthony & the Christian Education Faculty of Biola University, Talbot School of Theology. *Foundations of Ministry: An Introduction to Christian Education for a New Generation*. Grand Rapids: MI: Baker Books. 1992.
2. K. O. Gangel & H. G. Hendricks, Eds. *The Christian Educator's Handbook of Teaching: A Comprehensive Resource on the Distinctiveness of True Christian Teaching*. Grand Rapids, MI: Baker Books. 1988/1998
3. J. C. Wilhoit & J. M. Dettoni, Eds. *Nurture That Is Christian: Developmental Perspectives on Christian Education*. Grand Rapids, MI: Baker Books. 1995.

### ***Recommended Reading (On Reserve in AGTS Library)***

1. James Fowler: *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. 1981/1995
2. Billie Davis. *The Dynamic Classroom*. 1987
3. Michael D. Palmer, Ed. *Elements of a Christian Worldview*. 1998.

## **COURSE THEMES**

- I. Created to Learn: Setting the Stage
- II. Foundations of Education
- III. Structural Framework for Learning
- IV. The Teaching-Learning Dynamics
- V. Education in the Purpose of the Church

## **COURSE REQUIREMENTS**

1. **Attendance.** Attend regularly, be punctual, and participate in classroom activities and discussions. Each class is an important component of the total teaching-learning experience.
2. **Textbooks.** Read textbooks, carefully and thoughtfully, and be able to discuss content and make appropriate application in specific assignments. A course outline and reading guide will be discussed the first day of class. Students will maintain a reading log.

3. **Presentation:** Make a 15-minute presentation in which you include key insights from the texts and your experience with or possible application of *a specific teaching element*. A list of suggested topics will be provided; confirm your topic with the professor. Provide a one-to-two-page outline or summary of your presentation for each student.
4. **Pithy Insights:** Instructions will be shared in class.
5. **Summative Project:** Craft a personal philosophy of education.

**Step 1:** Individuals who participates in the teaching-learning process are guided by some theory or philosophy. In this class, you will encounter (a) major worldviews and their influence on education, (b) philosophical schools of thought that shape curriculum, (c) psychological theories and learning, (d) theories of learning that inform the art of teaching, and (e) Christianity and education. As you reflect on these foundations of education, a personal perspective wedding theory and practice should begin to emerge.

**Step 2:** Select a specific setting where you will/could be involved in a ministry of teaching. Describe the ministry setting (where, what, who) and state your intended role.

Formulate a written statement of your “philosophy of education” based on insights drawn from your readings, class sessions, and other related resources. Engage the philosophical questions concerning reality, truth, and values. Articulate how your perspective will influence your choice of curriculum, your role as teacher, your orientation to teaching, and the role of the learner.

The document should be 12-15 pages in length and reflect graduate-level writing. The project grade will be based on quality of content, clarity of thought, and the mechanics of writing (grammar, punctuation, spelling, style). Follow Turabian VI format. The paper should be double spaced, one-inch margins, with ragged right margin. **Due Date: December 1, 2006**

6. **Assessment:** Assessment of the student’s progress is an on going process and will include various class activities. Periodic “samplings” of students’ progress will be made. All assignments must be completed as stipulated. A *final examination* will be administered.

### **GRADING PROCEDURE**

1.	Reading of Textbooks and interaction	15%
2.	Pithy Insights & Class Participation	10%
3.	Oral Presentation	10%
4.	Summative Project	30%
5.	Final Exam	35%

### **GUIDELINES FOR SUCCESS IN THIS COURSE**

1. Attend class regularly and be on time.
2. Read assigned textbooks; reflect on each author's perspective in relationship to course themes.
3. Participate actively in class discussions. Think. Express ideas and doubts. Ask questions. Listen to peers. Contribute from your background. Help make the class a Learning Community.
4. Ask the professor for guidance or further information.

### **SPECIAL FOCUS**

This class will participate in the AGTS community chapel scheduled for Friday, September 29, 2006 – 10:30 to 11:45 a.m.

### **CONTACT INFORMATION**

Office Phone: (417) 268-1068  
Home Phone: (417) 864-4887  
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**Meetings** with the professor are **encouraged** and are **available** by appointment.

### **SPECIFIC DATA**

Prepared by: Dene Wood, Ed.D  
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