

different theological and religious perspectives—significantly impact our teaching practices. This inquiry will lay the groundwork for developing our praxis as educators, improving our teaching strategies, and enriching our learning experiences.

What Will We Learn Together in This Class? (Course goals)

1. Develop a foundational understanding of teaching and learning theories.
2. Enhance practical teaching skills by drawing on evidence from educational literature.
3. Reflect on the teaching and learning practices, considering the historical, political, and social contexts from which they emerge.
4. Critically evaluate methodologies that facilitate learning through collaboration and co-creation.
5. Clearly articulate your commitments while considering both the macro (education) and micro (specific academic discipline) facets of teaching and learning.
6. Create an introductory syllabus in your discipline informed by literature and class discussions.
7. Compile a teaching portfolio that showcases your teaching philosophy, methodologies, and experiences.
8. Prepare to serve as a teaching assistant at Garrett-Evangelical.

STUDENTS' LEARNING GOALS AND GUIDING QUESTIONS

Please write one (or more) of your own learning goals and guiding questions here:

REQUIRED TEXTS

bell hooks, *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge, 2010.

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman & Littlefield, 2000 ISBN:0-8476-9047-4 Amazon Kindle \$13.69

Palmer, Parker J. *To Know as We Are Known: Education as a Spiritual Journey*. 1st HarperCollins San Francisco: Harper San Francisco, 1993. ISBN 9780060664510. Amazon Kindle \$9.49

SUPPLEMENTAL BOOKS (Selected chapters will be available on Moodle)

Gutiérrez y Muhs, Gabriella. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder, Colo: University Press of Colorado, 2012.

Jamiella Brooks. ‘Academia Is Violence: Generatives from a First-Generation, Low-Income PhD Mother of Color.’ (pp. 143-152), in Niemann, Yolanda F. et al. *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. Logan: Utah State University Press, 2020.

Kayingo, Gerald et al. *The Health Professions Educator: A Practical Guide for New and Established Faculty*. Springer Publishing Company, 2017 ISBN 978-0826177179

Linda Trinh Võ. 'Navigating the Academic Terrain: The Racial and Gender Politics of Elusive Belonging,' (pp. 93-109), in Gutiérrez y Muhs, Gabriella. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder, Colo: University Press of Colorado, 2012.

Lunevich, L. (2022) "Critical Digital Pedagogy: Alternative Ways of Being and Educating, Connected Knowledge and Connective Learning." *Creative Education*, 13, 1884-1896.

Moore, Mary Elizabeth. *Teaching as a Sacramental Act*. Cleveland: Pilgrim Press, 2004. ISBN 0-8298-1647-X

Namer, David. *Technology of the oppressed: inequity and the digital mundane in favelas of Brazil*. Cambridge, Massachusetts, The MIT Press, 2022. ISBN 9780262543347.

Negassa, Sagni Gemechu. Review of Two Theories of Learning (Piaget's Cognitive Learning Theory VS Vygotsky's Social Constructivism)." IJCRT. Vol. 8, Issue 8 August 2020.

Niemann, Yolanda F. et al. *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. Logan: Utah State University Press, 2020.

Palmer. The Heart of the Teacher. In: *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, 20th Anniversary Edition. Jossey-Bass, 2017, pp. 9–33.

ADDITIONAL BIBLIOGRAPHY

An additional bibliography will be accessible on Moodle. These resources are insightful materials that you may want to include in your library for reference.

COURSE REQUIREMENTS & ASSIGNMENTS

IMPORTANT NOTE

**All assignments will be evaluated on a satisfactory/unsatisfactory basis.
All assignments must be completed for successful completion of this seminar.**

Explanation of Assignments

1. Centering Time

Each class will begin with a brief centering moment to prepare us for discussing the themes and questions from the day's readings. All are required to be present on time and participate in this exercise. Students are welcome to sign up to lead this moment.

2. Short Reflections (7/14/21) – You may want to include part of your reflection in your portfolio. 30%

- 1- Personal reflection essay (one-page single space) on theories and their impact on your teaching-learning endeavors. (Post on Moodle). **Due date: Feb. 7.**
- 2- Personal reflection on how the issues of race, gender, and power relate to your own experiences and position within the academic environment. Highlight specific insights that resonate with your journey. (Post on Moodle). **Due date: Feb. 14.**

- 3- Personal reflection documenting your thoughts, insights, and experiences as you consider how reflection shapes and enhances your teaching practice. (Post on Moodle). **Due date: Feb. 21.**


3. Teaching Session & Self-Evaluation 25%

- 1. In the final week of class (February 28), each student will present a **45-minute teaching session** on a topic chosen from the 'dream syllabus' they have created. The session should include activities that reflect the teaching principles and tools discussed in class. Each student is required to submit their session plans by February 25. After delivering the teaching session, students must provide a brief reflection on the lessons learned from the experience, which should be approximately 500 words in length. A form with guiding questions will be provided to assist with this reflection. **Due date: Feb. 28.**

4. Teaching Portfolio 35%

- 1. **Teaching Philosophy Statement** (approx. 1,000 words). Academics are often asked to provide a statement that reflects their teaching philosophy and methods. Your Statement should encompass a comprehensive reflection on your identity as an educator, the sources that contribute to your authority as a teacher, the practices you continually refine in the art and craft of teaching, and your understanding of the purpose of the teaching profession as a vocation.
- 2. **Sample syllabus** (approximately 5-7 pages): Using Garrett’s syllabus "template" (which will be provided in class), you will create a sample for a course in your academic discipline. Think of this as your first “dream course.” Apply the principles discussed in class readings and conversations.

GARRETT ACADEMIC POLICIES

	<p>Garrett Evangelical Theological Seminary is committed to providing equal access to its graduate professional education programs for all qualified students with learning, physical, medical, or psychological disabilities. The seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access to and participation in seminary programs.</p>
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All students are expected to abide by the Seminary academic policies. Therefore, this course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz.”

The following policies are of particular importance to the successful completion of this coursework:

Writing

Academic integrity and plagiarism: (See 20-21 Handbook, 12, 76-82) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84).

Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected, and ideas are to be freely discussed.... All participants in the teaching-learning process are expected to honor and respect varying perspectives on relevant issues. (See Handbook)

Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions should not expect to pass the class. (See Handbook)

Electronic devices: The usage of electronic devices such as cell phones during class will be limited and all cell phones should be silenced during the whole of a class session.

Academic Accommodations

Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook and the Academic Accommodations. See <https://www.garrett.edu/student-life/student-services>.

AI Policy

We will discuss the uses AI in the first day of classes.

Grades

A	94-100	B+	87-89 (88)	C+	77-79 (78)
A-	90-93 (91.5)	B	84-86 (85)	C	74-76 (75)
		B-	80-83 (81.5)	C-	70-73 (71.5)
				D (Failing)	60-69 (65)

This syllabus and the learning activities are intended to guide us and, as such, are subject to change by the instructor at any time in response to classroom interactions and learners' pressing concerns. Any changes will be announced in class, and it is your responsibility to stay informed of all such changes. Please maintain close communication with the instructor if you need accommodations or adjustments throughout our time together.

Weekly Schedule to Be Distributed and Discussed in Class.