

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUN 747

TEACHING AND LEARNING

COURSE DESCRIPTION

The course is designed to address the need for counselor educators to operate within a biblically framed pedagogy. To do so, the course examines established and emerging teaching and learning perspectives and practices, viewed through the lens of Scripture, as foundational for developing and reflectively practicing a personal philosophy of education. Participants will be expected to reflect on their own learning, as well as dialogue with others, to build a meaningful education learning community.

RATIONALE

All students—especially those who currently are, or expect to be, involved in any aspect of education—need to be prepared to engage in both the academy in general, and their discipline in particular, not only as learners, but also as facilitators of learning. More importantly, students need to be prepared to espouse a biblically framed philosophy of teaching and learning. Drawing from both the theories and practices from the discipline of adult learning, it is expected that this course will prepare participants to work in a variety of educational settings—both formal and informal. As such, this course furthers the mission of Liberty University by attempting to develop Christ-centered men and women with the values, knowledge, and skills needed to impact tomorrow's world.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Evaluate the influence of one's personal assumptions on teaching and learning.

- B. Scholarly write and dialogue for improved teaching and learning.
- C. Analyze various teaching/learning strategies and approaches for diverse students in counseling education.
- D. Assess all theories, methods, and assumptions through the lens of Scripture.
- E. Evaluate the role and impact of teaching and learning within the context of Christian pedagogy.
- F. Select strategies for impacting tomorrow's world for Christ through teaching and learning.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, presentations, and articles

The course readings are foundational building blocks for the intellectual work the students will accomplish during each module/week. Close reading involves active engagement with the author's thoughts, followed by composing original thought via the weekly blog and/or other assignments.

- B. Discussion Board Blogs (8)

There will be eight Discussion Board Blogs throughout the course. The purpose of Discussion Board Blogs is to develop critical thinking skills and generate dialogue among students in regard to relevant course topics. Students must incorporate information from the class readings in order to dialogue with an "Internet constituency" of like-minded professionals. Students are required to post one blog thread of at least 400 words by 11:59 p.m. (ET) on Friday of the assigned module/week. Students must interact with two colleagues' threads in a substantive manner by 11:59 p.m. (ET) on Sunday of the same module/week, except Discussion Board Blog 8, in which students will not post replies.

- C. Case Study

The Case Study is an excellent teaching tool to use for promoting dialogue amongst group members. Students will collaborate with their group through the Group Discussion Board link to present a hypothetical faculty workshop on effective teaching in classroom and online situations.

Part 1: Each group will be assigned a chapter in the McKeachie & Svinicki text, and will compile a 2–4-page Case Study on a topic from that chapter for the workshop. The goal is for faculty to solve the hypothetical case study. Part 1 is due by 11:59 p.m. (ET) on Sunday of Module/Week 4.

Part 2: Each group will have the opportunity to read and analyze another group's case study by replying to their posted Case Study. Part 2 is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

D. Book Review

Students will read *Pedagogy of the Oppressed* and write a scholarly book review (maximum of 1,000 words) that could be published in an academic journal. This assignment must be completed in APA format. The Book Review is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

E. Conference Paper

Students will write a conference paper with the intention of presenting the paper at an academic conference related to their area(s) of scholarship or employment, such as AACC (American Association of Christian Counselors) or AERC (Adult Education Research Conference). The paper is to be written as a response to a “call for papers” from the association, and the writer should address an aspect of teaching and learning discussed in this course. Sources should be cited for presentation purposes and scriptural usage must be in accordance with generally accepted scriptural interpretation and the doctrinal statement of Liberty University. The assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

F. Reflective Essay

Students will compose an 800–1,000-word essay discussing “What I Learned About Teaching and Learning in this Course.” The blogs contain much original thought about teaching and learning; therefore, they can serve as a primary resource when composing the essay. Cite all additional research using APA style. The assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8, as this is the last day of the class.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board Blogs (7 at 80 pts ea, 1 at 40 pts)	600
Case Study	
Part 1	50
Part 2	50
Book Review	100
Conference Paper	100
Reflective Essay	100
Total	1000

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Late Policy

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the instructor. This approval must be sought prior to assignment due date.

3. Discussion Boards:

No Discussion Board posts accepted after DB has closed without prior permission of instructor. Late posts will not be factored into DB grade.

If the instructor grants students permission to submit posts after the DB has closed the following requirements apply:

- a. 5% deduction per day.
- b. No assignment will be accepted seven (7) days after original due date without written approval from the instructor. This approval must be sought prior to assignment due date.
- c. Instructor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams

1. For timed tests/exams, students are required to complete the exam within the assigned time. For students who exceed this time limit, a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5% deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the instructor. This approval must be sought prior to tests due date.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

VII. BIBLIOGRAPHY

- Carr-Chellman, A. (2005). *Global perspectives on e-learning: Rhetoric and reality*. Thousand Oaks, CA: Sage.
- Chickering, D. (2005). *Encouraging authenticity and spirituality in higher education*. San Francisco, CA: Jossey-Bass.
- English, L., Fenwick, T., & Parsons, J. (2003). *Spirituality of adult education and training*. Malabar, FL: Krieger.
- Hooks, B. (1998). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.
- Milacci, F. (2006). "Moving towards faith: A phenomenological inquiry into spirituality in adult education." Faculty Publication and Presentations. LU Digital Commons.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.
- Tisdell, E. (2003). *Exploring spirituality and culture in adult and higher education*. San Francisco, CA: Jossey-Bass.
- Tennant, M., & Pogson, P. (2002). *Learning and change in the adult years: A developmental perspective*. San Francisco, CA: Jossey-Bass.

COURSE SCHEDULE

COUN 747

Textbooks: Freire, *Pedagogy of the Oppressed* (2000).

Jacobsen & Jacobsen, *Scholarship and Christian Faith* (2004).

McKeachie, *McKeachie's Teaching Tips* (2010).

Vella, *Learning to Listen, Learning to Teach* (2002).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	All Texts: foreward, preface, and author's biography McKeachie: parts 4, 6 2 presentations	Course Requirements Checklist Class Introductions DB Blog 1: Educational Semantics	0 0 80
2	Jacobsen & Jacobsen: chs. 1–2 Vella: part 1 2 presentations 1 article	DB Blog 2: Good to Great	80
3	Jacobsen & Jacobsen: chs. 4–5 2 presentations 2 websites	DB Blog 3: Scholarship & Faith	80
4	McKeachie: parts 1–3 Vella: part 2 2 presentations	DB Blog 4: Dialogue Education Case Study: Part 1	80 50
5	McKeachie: part 5 1 presentation 1 article	DB Blog 5: Teaching with the Grain Case Study: Part 2	80 50
6	Freire: chs. 1–4 2 presentations	DB Blog 6: The Red Pill Book Review	80 100
7	Review all textbook readings 2 presentations 2 websites	DB Blog 7: Christian Pedagogy Conference Paper	80 100
8	McKeachie: part 7 Vella: part 3 2 presentations	DB Blog 8: My Final Blog Reflective Essay	40 100
TOTAL			1000

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.