

**Garrett-Evangelical Theological Seminary**  
**CE-690**  
**MAFCEL Portfolio Project**  
**(For MAFCEL students only)**  
**Dr. Virginia A. Lee**  
**Spring 2024**  
**Online course**

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Email is the best way to reach me. I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not respond to emails on the weekends.

**DESCRIPTION:**

Welcome to the **MAFCEL Portfolio Project**, a seminar in the final semester of the program, in which each student will develop an integrative project of “pedagogy in action” with the support of peers and guidance from faculty. In this course, the student will synthesize experiences in field education and degree coursework to develop field-based projects that demonstrate some form of educational intervention, innovation, or experimentation. The project will address the student’s ministerial interests, and encapsulate their understanding of the theories and practices of educational research, design, implementation, and evaluation in specific contexts.

The MAFCEL Portfolio is an “**integrative project**” which you will develop throughout the semester, in parts following instructions provided on the Moodle site.

Due dates for each part are indicated on Moodle. The entire project will be due on **May 3**.

As a group, we will have a **Zoom meeting** once at the beginning of the semester (TBD), and once near the end (TBD). This will allow us to connect, get acquainted, and clarify directions.

Due dates for each section – TBD – will be on Moodle

Expectations for projects:

1. Each student will propose a project of “pedagogy in action” that presents an educational intervention/innovation/experimentation that is relevant to a specific context (of your choice);
2. The project topic should be guided by your ministerial interest.
3. The project should entail some form of investigation in your current ministry context for a minimum of 4 weeks;
4. The project should be grounded in advanced research in a specialized/focused area of educational ministry;
5. The goals of the project must be guided by the MAFCEL goals.

A few examples of project topic/focus:

- Lenten/Easter study series;
- VBS plan;
- introducing education into worship;
- introduce critical pedagogy into a children’s curriculum series for the publishing house;
- training for curriculum writers;
- exploration of how to start a community-based educational initiative (e.g., Freedom School);
- an educational event on a particular social issue (e.g., domestic violence)

MAFCEK Goals Outcomes – see document on Moodle

MAFCEL Assessment Rubric – see document on Moodle

**No required texts** – student will be using books from previous courses or finding resources for their particular topic

## Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

### Writing

- Academic integrity and [plagiarism](#): (See 20-21 Handbook, 12, 76-82). Instructors 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 have an obligation to honor and respect varying perspectives on relevant issues. (See 20-21 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (20-21 Handbook, 20)
- Some faculty may limit the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

### Academic Accommodations

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should

you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.

- *Extensions:* For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (20- 21 Handbook, 20)

## PROJECT

### EXPLORING PROJECT IDEAS

#### Project Proposal

During this initial phase, explore and construct a **proposal** (roughly 2 pages double spaced) for the project that you would like to accomplish in this colloquy. The proposal must contain the following components:

1. A "thick description" of the educational issue or concern that you want to address.
2. A brief explanation of how you will engage in the literature of Christian religious education to analyze and engage the issue. This would serve as the theological and theoretical foundation for your research.

## **ESTABLISHING THEORETICAL FOUNDATIONS**

### Part 1: Knowing

In this period, you will begin developing the first section of your project--the "knowing" section, in which you describe, research, and analyze your selected topic. This is where you will present a thick, rich description of your issue, and build a theoretical analysis of it based on CE literature. What theological and theoretical foundations will guide your investigation of this issue? What theological and social-scientific disciplines serve as the anchor for this work?

Paper: 5-6 pages, double-spaced, Times New Roman, 12pt font, Turabian style

## **DESIGNING EDUCATIONAL PLAN**

### Part 2: Doing

In this period, you will sketch out an **educational plan** to address your issue in a specific context. Your plan should contain:

1. Clear goals and outcomes: What are the key educational goals of this endeavor? What are your desired outcomes? How will you know if you've achieved them?
2. Description of desired implementation/intervention/experimentation - with specific timelines (for a minimum of 4 weeks in context) and key constituencies engaged.
3. Description of how to evaluate the execution of your plan.

As the implementation of your educational plan will entail engagement with "human subjects," it is important to be mindful of the ethics of research which guide the theological investigator. Please refer to the handouts related to "**Human Subjects Research**" (HSR) and be prepared to compose the necessary forms to seek permission and to assure protection of the people and context which you will engage.

Educational plan: 5-6 pages, double-spaced, Times New Roman, 12pt font, following Turabian style

HSR forms: As needed. Please consult with instructor.

## Human Subjects Research policy and forms

The Garrett-Evangelical Theological Seminary policy statement on classroom assignments that involve "human subjects" reads:

Any student conducting research with human subjects must give attention to the potential risks for those subjects. The researcher must identify threats to the rights or well-being of persons or groups of persons who participate in any studies conducted under the auspices of the institution. In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee if they present low risks to the human subjects. Examples of projects which would ordinarily involve low risk would include:

- a) Recording of data from subjects 18 or older using non-invasive procedures;
- b) Anonymous voice recordings for research purposes;
- c) Participation observation in a public venue such as worship services or other community gathering places;
- d) Study of existing data, documents, or records.

Other research which would involve greater risks to the human subject(s) must be undertaken with the utmost care and attention to protecting confidentiality and to keeping risks at a minimum and must be reviewed by the Human Subjects Research Review Committee.

**See the Consent Form Checklist in this folder** for guidance on how to seek permission to engage your context for research activities related to your colloquy project.

## **IMPLEMENTING EDUCATIONAL PLAN**

During this time, work on implementing your education plan in context. Be sure to document progress well, and keep notes for later evaluation.

Don't hesitate to contact each other or your professors should you have questions or want to reflect on ideas together.

## **EVALUATING EDUCATION PLAN**

Part 3: Evaluating

During this week, wrap up your educational engagement in context, and begin writing up an evaluation of your implementation/intervention/experimentation.

[\(GUIDELINES TO BE PROVIDED: See PDF on Moodle\)](#)

## **REFLECTING ON LEARNINGS**

### Part 4: Being

#### PART IV: BEING

During this week, assemble together all the parts of your project, and edit/refine them for coherence. Take time to reflect on what you have learned about yourself, and provide the final section of reflexive "self-appraisal" to complete your project.

Post brief reflections on learnings in the discussion forum, so that we can give each other preliminary feedback and encouragement. 200-300 words in the discussion form should suffice. The fuller evaluation which you will submit as part of your completed project should follow the guidelines to be provided.

(GUIDELINES TO BE PROVIDED: [See PDF](#))

#### **Preliminary reflections on learnings about self**

Post a reply to this discussion thread some preliminary thoughts about self-learnings. What are you discovering about yourself as religious educator thus far? (200-300 words) Then, take time to respond to each other.