

PH903: PhD Teaching Seminar (2 credits) Garrett-Evangelical Theological Seminary¹

February 9 (8h30 am to 5h30 pm)
March 1 (8h30 am to 5h30 pm)
April 19 (8h30 am to 5h30 pm)

Instructor: Débora B. A. Junker
E-mail: debora.junker@garrett.edu



The classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.

bell hooks, *Teaching to Transgress*

Whatever the perspective through which we appreciate authentic educational practice – gnoseological, aesthetic, ethical, political – its process implies hope. Unhopeful educators contradict their practice. They are men and women without address, and without a destination

Paulo Freire, *Pedagogy of Hope*

Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and young, would be inevitable."

Hannah Arendt, *The Crisis in Education*

COURSE DESCRIPTION:

¹ I designed portions of the syllabus for this course inspired by previous syllabuses provided by Dr. Lester, Dr. Tran, and my own previously taught course.

The Ph.D. The teaching seminar is an opportunity to think critically about our teaching-learning experiences in a collegial and constructive environment. Together, we will reflect on how these experiences are shaped, what kinds of knowledge they privilege, and what types of approaches and methods (both formal and informal) they support. So, this course will function as a learning community in which all members are encouraged to assume the roles of teacher and student, each taking responsibility for their own learning and that of other class members. Recognizing how contexts and circumstances (classroom experiences, research methods, academic disciplines, theological convictions, and religious practices) profoundly influence our teaching practices, we will individually and collectively explore the intersections of these dimensions as foundations for our praxis as educators.

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

1. Reflect on the teaching of theology and religion, considering the historical, political, and social contexts in which they emerge.
2. Articulate your teaching-learning commitments considering the macro (education) and micro (specific academic discipline) scope.
3. Create an introductory syllabus in your discipline based on literature and class discussion.
4. Critically reflect on methodologies that support learning as collaboration and co-creation.
5. Organize a teaching portfolio 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:

READ PRIOR TO CLASS:

Parker Palmer. *To Know as We Are Known: Education as a Spiritual Journey*.

Paulo Freire. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*.

REQUIRED TEXTS

1. Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in The Classroom*. 3rd ed. Jossey-Bass, 2015. ISBN: 9781118450291. Amazon Kindle \$22.00
2. Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman & Littlefield, 2000 ISBN:0-8476-9047-4 Amazon Kindle \$13.69
3. Kayingo, Gerald et al. *The Health Professions Educator: A Practical Guide for New and Established Faculty*. Springer Publishing Company, 2017 ISBN 978-0826177179

4. 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

CHOOSE ONE (each student will select one chapter from Library reserve) from:

1. Niemann, Yolanda Flores, Gabriella Gutiérrez y Muhs, and Carmen G. Gonzalez. *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. Logan: Utah State University Press, 2020. ISBN 1607329654. Amazon e-textbook \$23.09
2. Gutiérrez y Muhs, Gabriella. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder, Colo: University Press of Colorado, 2012. ISBN 9780874218695. Amazon e-textbook \$24.49

CHOOSE ONE (This is a tentative list.)

(This list is subject to change until the first day of class, but these electronic articles will be available on the class website on Moodle).

1. Alison Cook-Sather, "Perpetual Translation: Conveying the Languages and Practices of Student Voice and Pedagogical Partnership across Differences of Identity, Culture, Position, and Power" In: *Transformative Dialogues: Teaching & Learning Journal* Volume 11 Issue 3, December 2018.
2. Antonia Darder. Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions to Our Lives and Our Work." *Counterpoints* 418, 2011, pp 179–94.
3. Bartolomé L. (2004). Critical pedagogy and teacher education: Radicalizing prospective teachers. *Teacher Education Quarterly*, 39(1), pp. 97–122.
4. bell hooks, "Theory as Liberatory Practice" in *Yale Journal of Law and Feminism*, 1991.
5. Bettina L. Love. We Cannot Just Research Racism: Abolitionist Teaching & Educational Justice *Journal of Negro Education*, Volume 90, Number 2, Spring 2021, pp. 153-157
6. Chaklin Seth. The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction. In: Alex Kozulin et al. (eds.) *Vygotsky's Educational Theory in Cultural Context*, New York: Cambridge University Press, 2003, pp. 39–64.
7. DeRosa, R and Robison. From OER to Open Pedagogy: Harnessing the Power of Open. In: R. S. Jhangiani and R. Biswas-Diener (eds.): *The Philosophy and Practices that are Revolutionizing Education and Science*. London: Ubiquity Press. 2017, pp. 115–124.
8. Donaldo Macedo. Education Matters: Beyond the Fetishization of the Banking Model. In: *Education Matters: The Journal of Teaching and Learning. Volume 1, Issue 1, 2013*, pp.1—25.
9. Henry A. Giroux. Cultural Studies, Public Pedagogy, and the Responsibility of Intellectuals. In: *Communication and Critical/Cultural Studies* Vol. 1, No. 1, March 2004, pp. 59–79.
10. Jamie Utt and Shelly Tochluk. White Teacher, Know Thyself: Improving Anti-Racist Praxis Through Racial Identity Development *Urban Education* 2020, Vol. 55(1), pp. 125–152.
11. Parker 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
12. Lunevich, L. (2021b). Critical Digital Pedagogy and Innovative Model, Revisiting Plato and Kant: An Environmental Approach to Teaching in the Digital Era. *Creative Education*, 12, 2011-2024.

13. Todic, Jelena & Christensen, M. Candace. (2022). Integrating Critical, Engaged, and Abolitionist Pedagogies to Advance Antiracist Social Work Education. *Advances in Social Work*. 22. 389-415. 10.18060/24972.

SUPPLEMENTAL BOOKS & ARTICLES

These suggestions are important resources you should consider for your library. Other books will be added to the list throughout the semester.

Theological Education

- Charles R. Foster, Lisa E. Dahill, Lawrence A. Goleman, and Barbara Wang Tolentino. *Educating Clergy: Teaching Practices and Pastoral Imagination*. Jossey-Bass, 2005.
- Daniel O. Aleshire. *Earthen Vessels: Hopeful Reflections for The Work and Future Of Theological Education*. Eerdmans, 2008.
- _____, "The Work of Faculty and the Educational Goals of Theological Schools," ATS Seminar for Newly Appointed Faculty in Theological Education, October 2010.
- _____, "The Future Has Arrived: Changing Theological Education in a Changed World," ATS, May 2011.
- David V. Esterline and Ogbu U. Kalu, eds. *Shaping Beloved Community: Multicultural Theological Education*. Westminster John Knox, 2006.
- Eleazar S. Fernandez. *Teaching For a Culturally Diverse and Racially Just World*. Cascade Books, 2014.
- G. Brooke Lester with Jane S. Webster and Christopher M. Jones. *Understanding Bible by Design: Create Courses With Purpose*. Fortress Press, 2014.
- Jennings, Willie James. *After Whiteness: An Education in Belonging*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2020.
- Kathleen Talvacchia. *Critical Minds and Discerning Hearts: A Spirituality Of Multicultural Teaching*. Chalice Press, 2003.
- Maria Harris. *Teaching and Religious Imagination: An Essay in the Theology of Teaching*. Harper San Francisco, 1991.
- Maria Pilar Aquino and Maria José Rosado-Nunes. *Feminist Intercultural Theology. Latina Explorations for A Just World*. Orbis, 2007.
- Nancy Lynne Westfield. *Being Black Teaching Black: Politics and Pedagogy in Religious Studies*. Abingdon, 2008.
- Parker Palmer. *The Courage to Teach: Exploring the Inner Landscape Of A Teacher's Life, 20th Anniversary Edition*. Jossey-Bass, 2017.
- Robert Benne. *Quality With Soul*. Eerdmans, 2001.
- Sondra Higgins Matthaei & Nancy Howell. *Proleptic Pedagogy: Theological Education Anticipating the Future*. Cascade Books, 2014.

Educational Theory, Philosophy, Pedagogy

- Alison Cook-Sather, "Perpetual Translation: Conveying the Languages and Practices of Student Voice and Pedagogical Partnership across Differences of Identity, Culture, Position, and Power" In: *Transformative Dialogues: Teaching & Learning Journal* Volume 11 Issue 3, December 2018.
- bell hooks. *Teaching To Transgress: Education as the Practice of Freedom*. Routledge, 1994.
- _____. *Teaching Critical Thinking: Practical Wisdom*, Routledge, 2009
- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, "Idea Paper No. 29: Teaching Adult Students," September 1993.
- Debra Lee, "What Teachers Can Do to Relieve Problems Identified by International Students," in *New Directions for Teaching And Learning*, no. 70, Summer 1997 (Jossey-Bass, 1997); 93-100.
- Derek Bok Center for Teaching and Learning, Harvard University, "Tips for Teachers: Twenty Ways to Make Lectures More Participatory," 1992.
- Dominguez M. (2017). Se hace puentes al andar: Decolonial teacher education as a needed bridge to culturally sustaining and revitalizing pedagogies. In: Paris D., Alim H. S. (Eds.), *Culturally sustaining pedagogies: Teaching And Learning For Justice In A Changing World*. Teachers College Press, pp. 225–246.
- Eisner, Elliot W. *The Educational Imagination: on the Design and Evaluation of School Programs*. 2nd ed. New York: Macmillan, 1985.
- Eisner, Elliot W. *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: Teachers College Press, 2017.
- Ernest Boyer, "Scholarship Reconsidered: Priorities of the Professorate," Carnegie Center for Teaching and Learning.
- Heineke, Amy J. and Jay McTighe. *Using Understanding by Design in The Culturally and Linguistically Diverse Classroom*. ASCD, 2018.
- James R. Davis & Bridgette D. Arend. *Facilitating Seven Ways of Learning*. Stylus, 2013.
- Lee Shulman, "Problem-Based Learning." In *Teaching as Community Property: Essays On Higher Education*. Edited by Lee Shulman and Pat Hutchings. Jossey-Bass, 2004. Pp. 50-61.
- Linda Nilson. *Teaching At Its Best*. 2nd ed. Anker Pub Co., 2003.
- Lynn Weber Cannon, "Fostering Positive Race, Class, and Gender Dynamics in the Classroom," *Women's Studies Quarterly* (#1 & 2, 1990); 126-134.
- Greene, Maxine. *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San Francisco: Jossey-Bass Publishers, 1995
- Paulo Freire. *Pedagogy of the Oppressed*, 50th Anniversary Edition. London: Bloomsbury Publishing, 2018.
- Robinson, Ken. *Out of Our Minds: Learning to be Creative*. 3rd edition. Capstone, 2017.
- Stephen Brookfield and John D. Holst. *Radicalizing Learning: Adult Education for A Just World*. Jossey-Bass, 2010.
- Stephen Brookfield. *Teaching For Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass, 2011.
- Stephen Wiggins and Jay McTighe. *Understanding By Design*. 2nd expanded edition. ASCD, 2005.
- Vygotsky, L. S. *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. 1978.

COURSE REQUIREMENTS & ASSIGNMENTS

1. Reading, Preparation, Participation, Centering Time: 10%



2. Sticky Learning Activities: 20%

- Presentation of selected reading using a (new) digital learning tool and “sticky learning” principles
- Giving feedback to students
- Self-introduction to students
- Peer teaching evaluation



3. Teaching Session & Self-Evaluation: 30%



4. Teaching Portfolio:



- a. Teaching philosophy statement that reflects exploration of the identity and vocation of an emancipatory educator (15%)
- b. Sample syllabus reflecting principles of backwards design (25%)

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 student will prepare a brief centering moment to prepare us to discuss the themes and questions from the day's readings. Inspired by the topic material to be addressed, we will take turns to begin each class session with some activity that involves multiple senses and ways of learning. This exercise aims to help us center ourselves to start our work together. I will provide a sign up sheet for this centering time.

2. Sticky Learning²

Based on prompts and explication provided in class, you will complete three kinds of activities that are means to practice skills useful for future teaching endeavors, while trying out pedagogical principles and tools explored together in this seminar. The activities include:

1. Select a reading of your choice, and present key concepts related to such reading using a digital learning tool or platform (e.g., Jamboard, Miro, Prezi, PPT, etc.), along with principles of “sticky learning.” The material you create for this activity may be used in your teaching session.
2. Every instructor begins the class with some form of self-introduction. What kind of introduction would facilitate the mutual building of loyalty and the pursuit of truth that Parker Palmer writes about? What must instructors share of themselves to establish a mutual, reciprocal, relational, co-constructive, and emancipatory learning environment in the classroom for which they are to be “learner leaders”? Try this activity yourself.
3. Through a rubric informed by Stephen Brookfield’s “critical incident questionnaire” (or CIQ, to be provided in class), we will offer feedback to one another other’s teaching sessions.

3. Teaching Session & Self-Evaluation

1. On the second week of class, each participant will prepare a 60-minute teaching session on a selected reading/topic. The session should entail a series of activities that are reflective of teaching principles and tools explored in class. Participants will submit their session plans and teaching materials, along with a brief reflection on learnings gained from the experience (approx. 500 words).

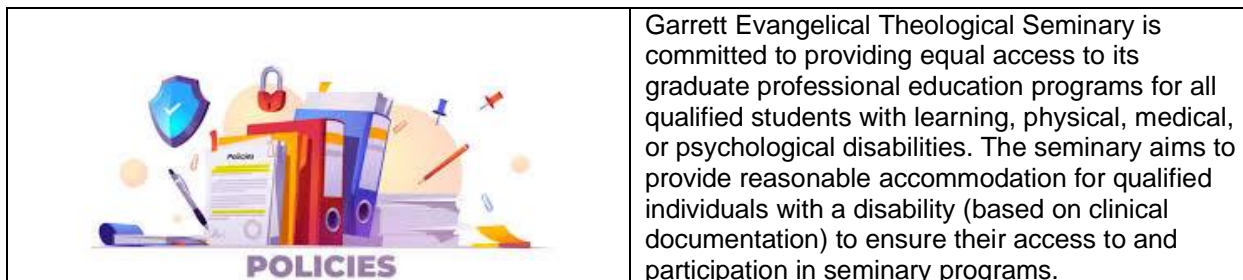
4. Teaching Portfolio

1. Teaching philosophy statement (approx. 1,000 words): Academics are often asked to provide a statement reflecting their teaching philosophy and approaches. Construct such a statement about teaching in your academic discipline. Include in your reflection responses to the following questions: 1) Who are you as educator (identity)? 2) What are the sources of your authority as teacher? 3) What practices do you hone for the art and craft of teaching-learning? 4) What is the telos of the teaching-learning life? (vocation)
2. Sample syllabus (approx. 5-7 pages): Using Garrett’s “template” for a syllabus (to be provided in class), you will construct a sample for a sample course within your academic discipline. Imagine this as your first “dream course.” Engage the principles of backwards design and universal learning design. We will discuss-reflect these syllabi together for shared wisdom.

Garrett Academic Policies

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² See <http://seminariumblog.org/books/sticky-learning/>. Inglis, Holly J., with Kathy L. Dawson, and Rodger Y. Nishioka. *Sticky Learning: How Neuroscience Supports Teaching That’s Remembered*. Seminarium Elements. Minneapolis: Fortress Press, 2014.



All students are expected 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) 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 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)

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 (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.

Extensions: Please see 20-21 Handbook, p. 20 for January coursework.

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



WEEK 1

<p>Feb. 7 Morning</p> <p><i>The Vocation of Teaching-Learning</i></p> <p>Centering Time: Dr. Junker</p>	<p>Introductions Syllabus Discussion: <i>Palmer, To Know as We Are Known.</i></p> <p>Students bring insights/comments.</p>
<p>Feb. 7. Afternoon</p>	<p>Key text: <i>Freire, Pedagogy of Freedom</i></p> <p>Students bring insights/comments</p>

WEEK 2

<p>Feb. 14 Morning 8:30 -12 Centering Time:</p>	<p>Key text: <i>Selections from Presumed Incompetent anthology I OR II (4 chapters to be selected)</i></p> <p>1 2 3 4 (See directions “Sticky Learning Activities” under assignment number 2.1)</p>
<p>Feb. 14 Afternoon 1 pm - 4 pm</p>	<p>Key text: <i>Selections from suggested reading list.</i></p>

<p>Students will provide a synthesis of the selected article with handouts for other students.</p>	<p>Article 1 - Article 2 - Article 3 - Article 4 -</p> <p>(See directions “Sticky Learning Activities” under assignment number 2.1)</p>
<p>4pm -5:30</p>	<p>Faculty Panel: Dynamics of race, gender, power, & difference in the classroom.</p>

<p>WEEK 3</p>

<p>Feb. 21 8:30 am Centering Time: __</p> <p>Teaching 9 am – 11 am</p> <p>Activity 11 am – 12 pm</p>	<p>Key texts: Brookfield, Stephen D. <i>The Skillful Teacher</i>; Kayingo, Gerald et al. <i>The Health Professions Educator</i></p> <p>(See “Sticky Learning Activities” under assignment number 2.1)</p> <p>Teaching Session: _____</p> <p>Teaching Session: _____</p>
<p>Feb. 21 Teaching 1 pm – 3 pm</p>	<p>Teaching Session: _____</p> <p>Teaching Session: _____</p>
<p>Final Remarks 4 pm – 5:30 pm</p>	<p>Wrap-up, synthesis, evaluation</p>

DUE February 29: All outstanding assignments, including Teaching Session materials & self-evaluation.