

NATIVE MINISTRIES SUMMER SCHOOL 2015
CHRISTIAN EDUCATION IN INTERCULTURAL CONTEXTS
COURSE DESCRIPTION & SYLLABUS

Instructor:

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COURSE DESCRIPTION

Christian educators take on many roles as they practice their art and craft in today's intercultural settings. In this course, participants draw from experiences in their particular cultural contexts as they explore the Christian educator as learner, prophetic leader, cultural guide, spiritual leader and fellow traveller. They will develop teaching and intercultural communication skills they can use as they serve as educators in each of these roles. The course models action-reflection models of teaching and learning. There are no prerequisites.

INSTRUCTOR

Roberta holds a doctorate in Education and Religion (Ed.D.) from Columbia University and Union Theological Seminary, New York City. A graduate of Knox College, Toronto, (M.Div.) and Union Theological Seminary (STM), Roberta has served as a minister, ruling elder, university chaplain, high school teacher and university instructor. Most recently, she headed up a national ministry that trained ruling elders and lay people in The Presbyterian Church in Canada.

COURSE COMPETENCIES

In successfully completing this course, a student will be able to

Demonstrate an introductory knowledge of adult education and intercultural communication in pastoral and public leadership

- Identify and demonstrate an understanding of the theories of adult and religious education presented in class and in the course readings, including praxis pedagogy.
- Identify and discuss selected theories and models of intercultural communication presented in the course.
- Critique teaching and learning situations using the models and theories presented in the course.

- Demonstrate an understanding of the knowledge, skills and attitudes of educators in diverse learning communities.

Demonstrate at an introductory level the ability and willingness to apply the models of intercultural communication and religious education in diverse learning communities

- Demonstrate self-awareness and an orientation toward inclusivity through participation in class exercises, assignments and group work.
- Demonstrate the ability to work as a member of team in the preparation, implementation and evaluation of an educational event.
- Identify the principles of religious education and intercultural communication in social locations other than one's own.
- Identify the complexities involved in teaching and learning in ethnically diverse religious education settings and discuss how these complexities shape and reshape one's own knowledge, skills, attitudes and theology of education.

Demonstrate the skills and attitudes necessary for leading educational events in diverse contexts as a leader in public and pastoral settings

- Gather and select information from course readings and research appropriate to the tasks assigned.
- Participate in exercises that involve self-reflection on one's own cultural identity.
- Show a willingness to assess one's own work.
- Communicate clearly in both oral and written forms, using good organizational formats and proper research formats.
- Demonstrate ethical behaviour, taking responsibility for the expectations of the course and showing respect and willingness to listen in the learning atmosphere of the classroom, including class discussions and small groups.

COURSE CONTENT AND FORMAT

The course will explore intercultural communication in diverse settings with particular attention to First Nations. All students, including those who audit the course, will receive a workbook on the first day of class that contains required readings, summaries of the instructor's presentations, skills exercises, and reflection questions for students' journals as they consider how the religious education approaches, methods and teaching skills presented in class will impact their teaching in intercultural contexts.

This course includes readings, lectures, PowerPoint, case studies, film, YouTube clips, and skills exercises. The afternoon tutorial sessions are designed as workshops with a focus on personal educational incidents and case studies, and exercises designed to help students integrate new knowledge, skills and attitudes into their practice of teaching in intercultural communities.

Required texts:

- Sherwood G. Lingenfelter. (2003). *Ministering Cross-Culturally*. 2nd Edition. Grand Rapids, MI: Baker Academic. Available at the UBC bookstore.

- Several articles will be included in the course Workbook that will be distributed to each student, and those who audit the course, on the first day of classes.

Recommended text:

- Peter Renner. (2005). *The Art of Teaching Adults*. Vancouver: PFR Training Associates.

EXPECTATIONS AND EVALUATIVE CRITERIA

1. Attendance as specified by VST requirements; reading all required assignments, participation in class discussions, preparation of in-class discussion exercises, and participation in one of the groups in Friday's class presentation of an educational event. Comments and questions show adequate preparation, an understanding of the assigned readings and exercises, and a readiness to apply readings to one's own praxis of education in pastoral and public settings.
2. Completion of knowledge, skills and methodology exercises, and a daily journal as set out in the workbook. Evaluative criteria: concise and clear writing, accurate application of theories, skills and attitudes presented in class and in course readings, depth of reflection and insight.
3. Application of the knowledge, skills and attitudes necessary for effective teaching and learning in intercultural settings as student teams prepare, present and evaluate an educational event in class. Instructions and expectations are outlined in the course workbook.
4. Students in the M.Div. program will be required to write an essay: Identify the knowledge, skills and attitudes that shape your vocational identity and theology as an educator in pastoral and public leadership in diverse teaching-learning communities.

A student must receive an "approved" evaluation in attendance and all of the written course expectations to pass the course.

The syllabus is subject to change.

MONDAY, JULY 20th **Christian educator as learner**

CULTURE, WORLDVIEW & PERSPECTIVE

Readings: Students are not expected to read these articles prior to class. However, these articles will be useful in completed the written exercises in the students' workbooks.

- Jo-ann Archibald, "The Journey Begins" in *Indigenous Storywork*
- Edwin R. McDaniel, Larry A Samovar, Richard E. Porter. "Understanding Intercultural Communication: The Working Principles"
- John Hooker. "The Cultural Iceberg"

TUESDAY, JULY 21

Christian educator as cultural guide

INTERCULTURAL COMMUNICATION AND VALUES
ORIENTATIONS, INTERCULTURAL COMPETENCE

Readings:

Please be sure to read this text prior to coming to class.

- Sherwood G. Lingenfelter. (2003). *Ministering Cross-Culturally*. 2nd Edition. Grand Rapids, MI: Baker Academic. Available in the UBC bookstore.

WEDNESDAY, JULY 22 **Christian educator as prophetic leader**

THE PROPHETIC WITNESS IN OUR CULTURAL COMMUNITIES

Preparation for class:

- Watch the film, “Thunderheart” (On Reserve)

Readings:

Articles:

- Miroslav Volf, “Embracing the Other”
- Andrew Atagotaaluk, “Bridges of Understanding”
- Paul Schultz and George Tinker, “Rivers of Life: Native Spirituality for Native Churches”
- Background reading for reference (but not required):

Clare, “Paulo Freire”

http://www2.talbot.edu/ce20/educators/view.cfm?n=paulo_freire

THURSDAY, JULY 23 **Christian educator as fellow traveller**

ADAPTING A RELIGIOUS EDUCATION MODEL FOR AN
INTERCULTURAL CONTEXT

Reading:

Excerpts:

- Renner text, chapter 9 and pp. 44, 52, 53

Articles:

- Marie Battiste, “Possibilities of Educational Transformations” in *Decolonizing Education: Nourishing the learning spirit*, pp. 175-191.
- Background reading (recommended): “Shared Christian Praxis” (adapted), Thomas Groome

FRIDAY, JULY 24 **Group presentations of educational events**

Preparation for these presentations/events will take place in Thursday afternoon’s workshop.

A SELECTED BIBLIOGRAPHY

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- Brookfield, Stephen. (2006). *The Skillful Teacher: On trust, technique and responsiveness in the classroom*. 2nd edition. San Francisco: Jossey-Bass.
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- Materna, L. (2007). *Jump-start the Adult Learner*. Thousand Oaks, CA: Corwin Press (Sage).

- O'Connell Killen, Patricia & John deBeer. (1999). *The Art of Theological Reflection*. New York: Crossroad.
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- Palmer, Parker. (1983). *To Know as We Are Known: A Spirituality of Education*. San Francisco: Harper & Row.
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- Regan, Jane E. (2002). *Toward an Adult Church: A Vision of Faith Formation*. Chicago: Loyola Press.
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