

## ED 500 Education for pastoral and public leadership in intercultural contexts

### Course Description 2016

Instructor:

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#### ***PURPOSE***

Education takes place in many forms as we practice the art and skill of pastoral and public leadership in intercultural contexts. In this course, students examine the theoretical foundations of adult education including faith and human development, transformative learning theory, and intercultural communication. The course models action-reflection models of teaching and learning. Students will acquire knowledge, skills and strategies for the preparation, design, implementation, and evaluation of educational events. There are no prerequisites.

#### ***COMPETENCE OBJECTIVES***

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 faith and human development, transformative learning theory, and 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 familiarity with the theories and methodologies in the preparation, presentation and evaluation of educational events in diverse 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 a 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.

***FORMAT AND CONTENT***

Work in the course consists of weekly classes including lectures, discussions, and small group exercises; assigned readings; exercises both handed-in and for class discussion.

***Required Texts:*** Available at the UBC bookstore

- Sherwood G. Lingenfelter. (2003). *Ministering cross-culturally*. 2<sup>nd</sup> Edition. Grand Rapids, MI: Baker Academic.
- 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 before class, participation in class discussions, and preparation of in-class discussion exercises. Evaluative criteria: 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: Two written exercises to identify and become familiar with the specific skills, theories and principles required for intercultural competency in diverse teaching and learning contexts described and due as specified in the course syllabus. Evaluative criteria: concise and clear writing, accurate application of theories, skills and attitudes presented 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 short educational events in class. Instructions and expectations are outlined in the course syllabus.

4. A final essay: Identify the knowledge, skills and attitudes that shape the vocational identity and theology of the 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 expectations to pass the course.