

The Heart of Teaching

Apprenticeship in Community

Villanova University
Department of Theology and Religious Studies

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1 Program Vision

“Set love as the criterion of all that you say, and whatever you teach, teach in such a way that the person to whom you speak, by hearing may believe, by believing hope, and by hoping love.” -St. Augustine, *The Instruction of Beginners*, 8

2 Program Rationale

In the Catholic tradition, teaching is a vocation and ministry patterned after the life of Jesus, as well as a gift of the Holy Spirit (Matt 28:20; Eph. 4:11, 1 Cor. 12:28). As an Augustinian school, Villanova looks to the model of St. Augustine, who exercised his ministry to the church as an educator. Embodying the integration of heart and mind, Augustine realized the pivotal relationship between his faith and pedagogy (Confessions, I; The Teacher, XII). With love as the criterion of excellent teaching (On Christian Teaching, I), he cultivated a community of learners intent on seeking the truth together in friendship.

The Department of Theology and Religious Studies recognizes the need for educational leaders committed to the common good who can teach effectively in various contexts, including schools, colleges, and universities, as well as parishes, congregations, and para-church and community organizations.

Higher education today demonstrates increasing concern for pedagogy, with the recognition that how people learn affects what they learn—and who they become. Moreover, as a discipline that integrates theory and practice, theology calls for educators who critically reflect on the mutual mediation of subject matter and pedagogy.

Considering our Augustinian identity, graduate formation in theology at Villanova prioritizes an apprenticeship-in-community model of education as students transition from “senior learners” to “junior colleagues.” Therefore, the *Heart of Teaching* provides graduate students with instruction, supervision, and mentorship in pedagogical theory and practice, as well as mentoring in professional and leadership competencies. This apprenticeship occurs within the context of a peer community. The *Heart of Teaching* prepares students for vocations such as college faculty, secondary education faculty, religious education leadership, mission leadership, and other roles in theological and religious education.

3 Program Development History

2006-2008 Doctoral Program Planning: In the conception of the TRS PhD program at Villanova, it was agreed that teacher formation as a core component of the new doctoral program would reflect our Augustinian identity, program needs, and the job market.

2016-2018 Pedagogical Workshops— “Collaborative Apprenticeship Sessions:” Funded by the Wabash Center for Teaching and Learning in Theology and Religion, the department hosted visits from pedagogical experts to lead conversations with faculty and graduate students about aspects of teaching. The topics included mentorship, vocational integration, diversity and inclusion, and indigenous pedagogy. These visits were as follows:

1. Jean-Pierre Ruiz, St. John’s University. Ruiz discussed creating conditions for a culture of mentorship.
2. Mark Schwehn, Valparaiso University. Schwehn argued that theological educators have a calling to

do theology in service of practical wisdom, resisting the model of objective detachment and instead focusing on holistic integration.

3. Mary Boys, Union Theological Seminary. Boys argued that educators tend to address diversity and inclusion by thinking about our syllabus and challenged us to consider how the way we teach, and teach others to teach, reflects concern for diversity and inclusion.
4. Libby Roderick, University of Alaska at Anchorage, and Ilarion Mercurieff, Global Center for Indigenous Leadership and Lifeways. Roderick and Mercurieff discussed indigenous pedagogies, and especially the value of silence.

Summer 2018: Assistant Professors of Religious and Theological Education Timothy Hanchin (Director of the *Heart of Teaching* program) and Christy Lang Hearlson (TRS Assessment Coordinator) wrote an initial rationale and learning goals for *The Heart of Teaching*.

August 30, 2018: Timothy Hanchin presented the *Heart of Teaching* plan to the Doctoral Leadership Committee for review and comment.

October 5, 2018: Faculty and doctoral students were invited to a gathering to reflect on the collaborative apprenticeship workshops and hear a presentation from Timothy Hanchin and Christy Lang Hearlson on the rationale and learning goals for the new *Heart of Teaching Program*.

October 9, 2018: Timothy Hanchin and Christy Lang Hearlson met with the new Advisory Board for the *Heart of Teaching*: Seth Fishman (Assistant Dean of Curriculum and Assessment), Teresa Wojcik (Assoc. Prof. of Education), and Gabriele Bauer (Director of VITAL). The Advisory Committee reviewed the rationale, goal, and learning outcomes.

October-November 2018: In response to input from faculty, graduate students, the Doctoral Leadership Committee, and the *Heart of Teaching* Advisory Committee, Timothy Hanchin and Christy Lang Hearlson constructed the apprenticeship model and sequence.

November 28, 2018: The Doctoral Leadership Committee reviewed and commented on the apprenticeship model and sequence.

October 1, 2019: The *Heart of Teaching* Advisory Board met and commented upon the proposed program, including the apprenticeship model and sequence.

October 4, 2019: Christy Lang Hearlson presented an overview of the *Heart of Teaching* program at a departmental meeting and invited faculty to offer feedback in upcoming weeks.

October 11, 2019: The Program Report Draft was sent to faculty for comment and review.

February 19, 2020: Christy Lang Hearlson and Timothy Hanchin met with Jennifer Jackson, Director of Graduate Studies in TRS to discuss dimensions of MTS inclusion in the program.

February 21, 2020: The Doctoral Leadership Committee reviews the updated Heart of Teaching Manual.

March 19, 2020: Christy Lang Hearlson and Timothy Hanchin receive feedback from PhD students enrolled in Theological Pedagogy (THL 8701).

March 25, 2020: The Heart of Teaching Advisory Board further vets the Heart of Teaching Manual.

4 Overall Learning Goal

Through completion of *The Heart of Teaching*, students will be equipped for the ministry of teaching in various contexts as a community of educators who creatively integrate heart and mind, practice and theory, in service to a diverse church, academy, and world.

5 Learning Outcomes

The Learning Outcomes of the *Heart of Teaching* address theoretical and practical knowledge and personal formation. Thus, the program aims to form educators who demonstrate:

1. Sufficient theoretical knowledge of the field of education, which includes the ability to:
 5. Describe various philosophies of education and their expression in theological education, emphasizing praxis and the integration of heart and mind
 6. Explain elements of teaching philosophies, including aims and goals, curriculum, method, role of the teacher, role of the learner, and context
 7. Critically examine contemporary cultural challenges and trends in theological education, including changes in context and media and an increased focus on diversity and inclusion, embodiment, and affect
 8. Articulate the benefit of interdisciplinary scholarship for theological education

(Learning Outcome #1 supports Learning Goal 4, Objective A of the MTS Education Track and Learning Goal 2 of the PhD program.)

2. Culturally responsive competence in concrete tasks of education, which includes the ability to:
 - Articulate a philosophy of education informed by an Augustinian vision
 - Cultivate a diverse learning community that prioritizes interpersonal relations while attending to dynamics of power
 - Design course objectives and learning goals
 - Construct curriculum and assignments that feed into learning objectives
 - Craft innovative and effective teaching methods, including spiritual practices
 - Implement appropriate assessment tools
 - Lead or facilitate discussions in various teaching and learning event contexts
 - Develop habits of self-reflection as an educator

(Learning Outcome #2 supports Learning Goal 4, Objective B of the MTS Education Track and Learning Goal 2 of the PhD program.)

3. Qualities of an educator who integrates heart and mind, including the following:
 - Confidence and flexibility in adapting to diverse educational contexts
 - Intellectual curiosity and critical thinking
 - Openness toward spiritual experience as a theological source
 - Dispositions of gratitude, humility, and hospitality

(Learning Outcome #3 supports Learning Goal 4, Objective C of the MTS Education Track and Learning Goal 2 of the PhD program.)

6 Program Overview Chart PhD

Timeline	Spring Year 4	Fall Year 5	Spring Year 5
Coursework	Theological Pedagogy (THL 8701)	Contextual Education (THL 8702)	Teaching Practicum (THL 8703)
Teaching Experience		Assistant Teaching with Faculty Mentor	Supervised Teaching of THL 1000
Apprentice Meetings		Each Assistant Teacher-Faculty Mentor pair meets at least twice during the semester to reflect upon the assistant teaching process.	Mid-semester Supervised Teaching cohort meeting and “Sending Forth” meeting (with Faculty Supervisor).

7 Program Overview Chart MTS Education Track

Timeline	Spring Year 1	Fall Year 2
Coursework	Theological Pedagogy (THL 8701)	Contextual Education (THL 8702)
Teaching Experience		Assistant Teaching with Faculty Mentor.
Apprentice Meetings		Each Assistant Teacher-Faculty Mentor pair meets at least twice during the semester to reflect upon the assistant teaching process.

8 Pedagogical Coursework

Theological Pedagogy (THL 8701)

This 3-credit seminar, taught by one of the Assistant Professors of Religious and Theological Education, introduces the philosophical foundations for theological education and accompanying pedagogical approaches.

Contextual Education (THL 8702)

This seminar serves as the contextual education reflection component for the experience of Assistant Teaching which together constitute a 3-credit course. This seminar includes an orientation to the apprenticeship process and ongoing opportunities for peer reflection on teaching. It also prepares participants to transition to more independent supervised teaching. In general, this seminar will meet for two hours every other week. The remaining course hours are fulfilled in assistant teaching preparation, classroom participation, and meetings with the Faculty Mentor.

Teaching Practicum (THL 8703)

Students who are independently teaching with supervision must enroll in the Teaching Practicum. The expectations for the Teaching Practicum are included below. While non-scholarship students receive a stipend for their supervised teaching, they are considered to be undertaking supervised study in this experience. It is thus necessary for students to enroll in the Teaching Practicum to reflect this status and ensure that the cohort's Faculty Supervisor receive course credit for supervising students.

9 Teaching Experience

9.1 Assistant Teaching

The graduate student assists a faculty member in the TRS department in teaching an undergraduate course. This practicum, concurrent with Contextual Education (THL 8702), is considered a 3-credit course. It is strongly recommended that graduate students assist with a THL 1000 section to best prepare them for their supervised teaching.

Timing: Fall of Year 5 for Doctoral Students; runs concurrently with Contextual Education (THL 8702). MTS students enroll in the course during Fall of Year 2.

Preparation: Graduate students will have completed Theological Pedagogy (THL 8701). In the term prior to assistant teaching (spring of year 4 for doctoral students), the graduate student will approach a faculty member to request to serve as a Faculty Mentor the following term. If the faculty member agrees, the graduate student and the faculty member sign the Apprenticeship Agreement Form and submit it to the director of the *Heart of Teaching* program.

Expectations for Assistant Teachers

Assistant Teachers are expected to:

1. Attend one class sessions per week of the undergraduate course to which they are assigned, with planned absences to be worked out with the Faculty Mentor.
2. Assist in various ways to support active learning by undergraduates. These may include serving as a discussion leader, commenting on student work, offering student support during an office hour, preparing and implementing pedagogical exercises.
3. Meet with the Faculty Mentor at least twice in the semester to discuss teaching strategies and techniques, course content and related issues. These meetings may include feedback to the Assistant Teacher's teaching experiences in the classroom.
4. Take the lead in teaching the course for at least one, but no more than two weeks, of classes for the term

with the Faculty Mentor present.

5. As part of the requirements of Contextual Education (THL 8702), keep a teaching journal and compose a brief final report (1-2 pages), reflecting on what they have learned about teaching or how they have grown as a teacher.
6. Attend one VITAL event of their choice per semester, preferably with others in their cohort.

Limits on Work for Assistant Teachers

1. On average, the Assistant Teacher should do no more than 1 hour of work for the class outside the classroom per week.
2. Assistant Teachers may not assign grades to student work. However, if they wish, and if the professor agrees, they may review the comments and grades of the professor before work is returned to students.
3. In exceptional circumstances, such as a professional conflict for the professor, the Assistant Teacher may teach the class without the Faculty Mentor present. Such situations would be in addition to the requirement of at least one week of supervised teaching. These instances must be worked out in advance between the Faculty Mentor and the Assistant Teacher.
4. Assistant Teachers are not expected to make copies or assist with faculty research.

Expectations for Faculty Mentors

The Faculty Mentor as the professor of record will:

1. Agree to serve as Faculty Mentor to only one graduate student per semester.
2. Sign the Apprenticeship Agreement form.
3. Attend an orientation meeting in the fall with their Assistant Teacher, to which they will bring the syllabus for the course in which the Assistant Teacher will serve, to be discussed together.
4. Publicly introduce the Assistant Teacher to the undergraduate students in the course, explaining ways in which the Assistant Teacher can serve as a resource to students.
5. Treat the Assistant Teacher with collegiality and respect, offering opportunities for growth in teaching while honoring the limits on the Assistant Teacher's work as stated above.
6. Meet with the Assistant Teacher at least twice in the semester to discuss teaching strategies and techniques, course content, and related issues. These meetings may include feedback to the Assistant Teacher's teaching experiences in the classroom.
7. Provide feedback (written or verbal) in a timely manner after each session that the Assistant Teacher teaches.
8. At the end of the term, and in preparation for the mid-year meeting, compose a brief 1-2 page report, using a designated form, in which they describe the strengths for teaching and growth as an educator they have witnessed in the Assistant Teacher, as well as recommendations for further development. The Faculty Mentor will share this report with the Assistant Teacher for inclusion in their portfolio.

9.2 Supervised Teaching

The doctoral student enrolls in the Teaching Practicum course (THL 8703) and teaches a THL 1000 section. MTS students do not participate in the Teaching Practicum.

Timing: Normally spring of Year 5 for doctoral students.

Supervision: A designated faculty member (the Faculty Supervisor) supervises the whole cohort of students who are teaching a course and enrolled in Teaching Practicum.

Stipend: Part-time graduate students who are not on scholarship receive an adjunct faculty stipend for teaching the course, but they must also enroll in the practicum. The current stipend for instructors with a master's degree is \$1465 per credit hour, or \$4395 per 3-credit course. Full-time students on scholarship do not receive an additional stipend, as it is included in their scholarship.

Expectations for Supervised Teachers

Supervised Teachers are expected to:

1. Enroll in the Teaching Practicum.
2. Bring their prepared syllabus to the end-of-term fall meeting of Contextual Education.
3. Attend a mid-semester meeting with their peers.
4. Attend one VITAL event of their choice, preferably with others from the cohort.
5. Work with the cohort Faculty Supervisor to schedule three observation visits of the class over the course of the term.
6. In preparation for the Faculty Supervisor visit, send a prepared lesson plan to the Faculty Supervisor at least one week in advance and schedule a brief conversation to discuss the lesson plan.
7. In reflection upon the semester of teaching, update their statement of Teaching Philosophy (to be composed during Theological Pedagogy) and write a brief 1-2 page report detailing their growth as a teacher through the practicum, for inclusion in the portfolio.
8. Attend a "Sending Forth" meeting concluding the apprenticeship process, where they will share their brief final report with others in the cohort.

Expectations for the Faculty Supervisor

The cohort Faculty Supervisor is expected to:

1. Attend up to three class sessions taught by each graduate student in the Teaching Practicum over the course of the semester, meeting with the Supervised Teacher before each classroom visit to discuss the graduate student's lesson plan (provided to the Faculty Supervisor at least a week in advance).
2. Provide written feedback to the Supervised Teacher within one week of observing, using a provided observation form, and be available to discuss feedback verbally.
3. Lead the "Sending Forth" meeting at the end of the spring term.
4. Compose a brief report (1-2 pages) describing what strengths for teaching and growth as an educator they have witnessed in each graduate student enrolled in Teaching Practicum, as well as recommendations for further development. The Faculty Supervisor will share this report with each graduate student for inclusion in their portfolio.

10 Relevant Program Learning Goals

10.1 PhD in Theology Learning Goals

Goal 1 Formulate Faith/Culture Relationship(s).

Objective A: Generate original understandings of the faith/culture relationship(s), with attention to the experiences of diversity/inclusion, power, privilege, & marginalization.

Objective B: Formulate advanced, interdisciplinary, integrative, and/or inclusive approaches to the analysis of culture(s) & the dimensions of faith and lived experience.

Goal 2 Communicate Knowledge.

Objective A: Advance theological knowing in the Catholic Augustinian tradition as a basis for transformative action in the world.

Objective B: Assume the role of a productive, ethical, intellectual, and socially responsible leader, scholar, and teacher.

10.2 Master's of Theological Studies Learning Goals (Education Track)

Goal 1 Analyze Faith/Culture Relationships(s).

Objective A: Identify faith/culture relationship(s), with attention to the experiences of diversity/inclusion, power, privilege, and marginalization.

Objective B: Use scholarly methods to interpret diverse religious/theological texts and related media.

Goal 2 Evaluate the Christian Theological Tradition

Objective A: Appraise the vocabulary, sources, beliefs, historical developments & diversity within the Christian tradition, with attention to experiences of power, privilege, and marginalization.

Objective B: Assess the reciprocal interaction of practices and beliefs arising from the Catholic and Augustinian traditions with diverse cultural, ecumenical/ interfaith, and/or local/global contexts.

Goal 3 Apply knowledge

Objective: Communicate effectively the relevance of theological/religious practices, concepts, and beliefs for personal, communal, societal, and global living, in service of transformative action.

Goal 4 Teach effectively

Objective A: Describe contemporary cultural challenges and trends in theological education and articulate an integrative, Augustinian philosophy of education.

Objective B: Design educational events that are attuned to issues of diversity and dynamics of power, incorporate contemplative teaching practices, and use appropriate assessment tools.

Objective C: Demonstrate qualities of a self-reflective, intellectually curious educator sensitive to diverse educational contexts and hospitable toward spiritual experience as a theological source.