

This protocol applies to students in Year 2 & 3 in the academic year: 2008-9

Last revised: September 2007

Aim: to put into practice the learning on adult pedagogy introduced at the beginning of MDM M, using the communication skills developed in Years 1 & 2.

Task: each student should plan and lead four sessions of a course for adult explorers or church members/attenders. This will normally be in the student's home church, though sometimes there may be good reasons for holding it in a different church, or in a deanery or circuit context.

Timing: the student's sessions may begin any time after the first residential weekend, and should end at the latest by Palm Sunday, so that the report can be included in the portfolio. Courses taught before Christmas are likely to help even out the student's workload across the year.

Nature of Course: this will vary greatly, depending on the context and the student's own inclinations and gifts. The course may run for longer than four sessions (eg if it is a Lent Course) but the student should lead at least four sessions, if possible consecutively. Other examples of possible courses include:

- Alpha or Emmaus courses including those exploring the faith
- courses for those training to lead explorers' courses
- courses for church members on a particular book of the Bible
- courses for young church members based around films or popular culture
- courses on prayer or on a particular tradition of spirituality
- courses related to the sacraments (eg on the significance of the eucharist, or on baptism preparation by laypeople)¹

If possible, at least one of the sessions should be attended by the student's home minister, personal tutor or staff tutor, so that verbal feedback can be offered on teaching style.

The group taking the course should be mid-teens or older – this is a task related to adult learning rather than work with children.

Materials for the Course: students will be at liberty either to prepare their own material or to use published courses.

Feedback from those attending the course: the student is asked to obtain feedback on their course-leading on forms which will be provided.

The Report (2000-2500 words²): will consist of:

- ❖ a statement of the aims and anticipated learning outcomes of the course, including a brief explanation of the context in which it is being offered.

¹ Courses related to the sacraments will be particularly suitable for students taking MDM S in the third year.

² Exclusive of teaching log, course materials and assessment forms.

- ❖ a log of sessions taught, with a note of attendance at each, and a copy of the material used.
- ❖ Copies of the feedback received, with reflections on same by the student.
- ❖ A reflection on the experience, and the learning of those attended, in the light of the student's other study, especially on the Ministry Development Modules.

SWMTC 3rd Year assignment on leading a course in the local church:

Guidelines for the home minister

You are asked to make possible the student's leading of at least four sessions of a course for lay people. The aim of these sessions is that the student to put into practice their learning on the teaching of adults, using the communication skills developed in Years 1 & 2.

The course may run for longer than four sessions (eg if it is a Lent Course) but the student should lead at least four sessions, if possible consecutively.

Other examples of possible courses include:

- Alpha or Emmaus courses including those exploring the faith
- courses for those training to lead explorers' courses
- courses for church members on a particular book of the Bible
- courses for young church members based around films or popular culture
- courses on prayer or on a particular tradition of spirituality
- courses related to the sacraments (eg on the significance of the eucharist, or on baptism preparation by laypeople)

You are asked to help the student, if necessary, to attune the course to the likely attendees (including briefing them on the recent history of such courses in that church).

We would really appreciate it if you could attend (or arrange for a colleague to attend) one session of the Course, and assess the student's work on the form provided. (If this is not possible, we hope it would be in order for the student's personal tutor or staff tutor to sit in as an assessor.) You may need to encourage those attending the course to complete their evaluation form. It will also be helpful to have a session with the student to debrief their experience (the Course will also provide a session of this sort, but this will not take place until the last Course weekend in May.)

Thank you for your help with this.

SWMTC

Year 3 assignment: Teaching a course in the local church

Evaluation form for ministers

Was the aim of the session clear? What would you say that it was?

Please comment on how well the student arranged the teaching space, and on any visual and other aids that the student used.

Please comment on the student's own manner and clarity of communication. Did the student seem comfortable in the role of a teacher?

How did the student encourage the participation of the learning group?

Was the content/teaching style of the session appropriate to the learning group? If not, how could the student have improved on this?

Did you learn anything? What do you feel will have been learned by those present?

Any other comments?

SWMTC Year 3 assignment: Teaching in a local church

Evaluation form for those attending the course

Was the aim of the sessions the student led clear? What would you say that it was?

Please comment on how well the student arranged the room. If there were aids such as slides, overhead transparencies, tapes or video, were those helpful?

Please comment on the student's own manner. Did the student speak clearly and with conviction? Did he/she seem comfortable in the role of teacher?

Were you helped to join in with the sessions? If so, how?

Was the material of the sessions at the right level for you to learn from? If not, how could the student have improved on this?

What do you feel you most learned from the sessions the student led?

Any other comments?