



Chalmers Summer School 2007

March 13, 2007

Transformative Models of Religious Education

The Rev. Dr. Roberta Clare

July 9-13; 9am – 12noon

Course Description

In this course, we will engage in several simulated Bible studies based on transformative models of adult education. We will analyze and critique the educational principles and teaching tools modeled in each session using transformative learning theory and theologies of education. All participants will be encouraged to submit a plan for an educational project for their faith communities based on course readings and discussions. Participants are encouraged to read the articles and screen the films before the course, but are not required to do so.

Course Format

Each class will open with a simulated Bible study session based on transformative models of adult education. Next, we will identify and critique the educational principles which were demonstrated in the method presented. During the final hour, we will discuss how class participants might adapt the method and the teaching tools that might be used.

Class Outline

Monday July 9

Topic:

Defining transformative learning theory through experience

Two presentations -- a traditional classroom learning experience and a potentially transforming learning experience as an introduction to the educational principles of adult learning theory.

Required Reading:

Regan, Jane. "Transformative Learning: Insights from Adult Education" in *Toward an Adult Church*. Chicago: Loyola, 2002, 73-112.

Merriam, Sharan B. and Rosemary S. Caffarella. 1999. "Transformational Learning" in *Learning in Adulthood*. San Francisco: Jossey-Bass. 318-339.

Tuesday July 10

Topic:

Critical thinking to reveal assumptions and worldviews

Presentation of assigned articles, films clips and case studies to introduce critical thinking (Stephen Brookfield) as a means of exploring worldviews and theologies in adult education. The films will be available on reserve in the library for students who want to view the entire film.

Required Reading:

Brookfield, Stephen D. 1987. "Recognizing Critical Thinking" in *Developing Critical Thinkers*. San Francisco: Harper & Row. 15-34.

Wednesday July 11

Topic:

A First Nations healing circle

A healing circle is often an intense experience which cannot be restricted by the boundaries of time. It requires debriefing. Please be prepared for the class to run over-time.

Required Reading: Battiste, Marie and Jean Barman. 1999. “The Sacred Circle: An Aboriginal Approach to Healing Education at an Urban High School” in *First Nations Education in Canada: The Circle Unfolds*, 313-339.

Pre-class: Watch the video “Thunderheart” prior to the class. A copy will be on reserve in the library.

Thursday July 12 *Models of transformative learning for the non-poor*

Models and approaches for religious education programs for North American middle class faith communities in grassroots communities and in cyberspace.

Required Reading: Clare, Roberta. 2006. “Putting Faith into Action: A Model for the North American Middle Class” in *Religious Education*. Summer 2006 (Vol. 100, No.5).

Friday July 13

Topic: *Theory-in-practice. Tools for teaching potentially transformative learning experiences in faith communities*

Reshaping Christian education programs into potentially transforming learning events; teaching tools to promote and facilitate transformative learning.

Required Reading: Cranton, Patricia. 1994. “Empowering Adults for Transformative Learning” in *Transformative Learning: A Guide for Educators of Adults*. San Francisco: Jossey-Bass, 144-165.

Groome, Thomas, “Shared Praxis in Praxis” in *Christian Religious Education*. San Francisco: Harper & Row, 1984, pp. 207-232.

Required Course Texts: (Students expected to read these texts prior to course)

There will be a course pack of readings available at the UBC Bookstore containing the readings for the course.

Recommended Reading: (Referred to in class, and for research, not necessary to purchase.)

- Brookfield, Stephen. 1991. *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass.
- Cranton, Patricia. 1994. *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*. San Francisco: Jossey-Bass.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Seabury.
- Groome, Thomas. 1991. *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry*. New York: Harper Collins.
- Mezirow, Jack. 2000. *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco: Jossey-Bass.
- Regan, Jane E. 2002. *Toward an Adult Church: A Vision of Faith Formation*. Chicago: Loyola Press.

Course Requirements

1. All participants are required to attend daily and engage the learning process for classroom lectures and seminars.
2. All students will be expected to do pre-reading of primary texts for the course, and do limited reading of handouts between classes (approximately one hour per day). Attendance is mandatory and class participation is expected.
3. In order to receive credit for the course, Diploma, Certificate and Continuing Education students must read three of the assigned texts.
4. For those taking the course for degree credit, (Diploma, M.Div., M.A.T.S., M.A.R.E., Th.M., or D.Min.), see “**Summer School Degree Credit Evaluation Information**” handout for paper requirements.

5. For those taking the course for Chalmers Institute Summer School Continuing Education credit, see handout, **“Summer School Continuing Education Credit Information,”** for requirements. For all credit students there will be an extra one-hour meeting with the course grading tutor, additional to class time, for each course, to review credit requirements and decide on an appropriate research topic.

Roberta Clare holds a doctorate in Education and Religion from Columbia University, and is director of The Elders’ Institute at the Presbyterian College of St. Andrew’s Hall designing and running on-line educational courses. She serves as adjunct faculty at the VST.

**All books will be available from the UBC Bookstore by May 15th.
604-822-2665; Email: bkstore@interchange.ubc.ca**