

SHAW UNIVERSITY
Divinity School
Technology for Religious Educators
CED511-01 (3 credit hours)

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Mission of M.Div. and M.R.E. Degrees

The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church.

The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American church.

Program Goals for M.Div. and M.R.E. Degrees

The program goals for the Master of Divinity degree program are to:

1. Provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;
2. Enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;
3. Support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness
4. Expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership

The program goals for the Master of Religious Education degree program are to:

1. Equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;
2. Help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;
3. Assist students with personal growth and spiritual maturity; and
4. Provide skills in teaching and in design, administration, and assessment of educational programming.

Course Description:

This course explores the use of technology in an experiential learning context, both personal and institutional. Participants will be required to have Internet access, and work with a group of at least three (3) Context Associates from their local church. 3 hours

Student Learning Outcomes:

Student Learning Outcomes At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes	Linkage to MRE Program Learning Outcomes
Facilitate a session of personal information management needs and current habits		1,2	1,2
Assess the Christian Education needs of their ministry context		2	2
Conduct a critical assessment of the available technology to facilitate Christian Education learning		3	2,3
Develop a proposal to address the needs of the ministry context		3,4	3
Present the proposal in a convincing manner to the leadership of the ministry context		4	4

Required Resources:**Biblical Studies Programs**

Logos Research Systems

WordSearch

<http://www.blueletterbible.org/>

www.e-sword.net/

Theological Education Resources

<http://www.wabashcenter.wabash.edu/resources/default.asp>

<http://www.christianleaders.org/theo-ed/index.htm>

http://www.firstmonday.dk/issues/issue5_3/mathew/index.html

<http://www.academiccommons.org/ctfil/>

Evaluating Websites

<http://www.lib.lfc.edu/help/evalweb>

<http://lib.nmsu.edu/instruction/eval.html>

<http://www.ithaca.edu/library/training/think>.

<http://www.library.ucla.edu/libraries/college/help/critical/discipline.htm>

Course Format and Requirements:**1. Reading.**

Required readings will come from assignments done in class through BlackBoard. Beginning with the recommended resources above, students are required to report on programs and projects using Information Technology in Religious Education. Projects and Programs found will be explored, discussed, and then examined for use in the Black Church. Class discussion will be based on the content of these programs and projects. Students are expected to be conversant in the content of these readings. The final paper **must** show evidence of knowledge of the contents of the class dialogue.

2. Reflection/Response Dialogue Participation

Each student is required to engage in dialogue in the class. Failure to engage in dialogue is equivalent to failing the course. Students will prepare a one-page Reflection/Response (R/R) to the required readings. Students will post their R/R to the BlackBoard Discussion Forum for the topic in discussion.

3. Class Attendance

Physical class attendance will be required on a minimal, as scheduled basis. Dean Roberson will meet with the class on specific scheduled dates to introduce appropriate technology programs available for religious educators. Also, these sessions will allow for further discussion and clarification of assignments.

4. Written Assignments

All papers are to be presented as formal graduate degree papers which conform to ***Turabian 7th Edition***. As a graduate student, you should have your own copy of this book. If you do not have it, I strongly recommend you purchase a copy. The following papers will be required:

Assignment 1

DUE: Feb 13

Define your context associates

Determine information needs and methods

- Your context
- Your context associates'
- Your church's

Paper I

My Ministry Context.

DUE: March 6

Working with your Context Associates, develop a paper describing your ministry context and the Religious Educational Needs of that context:

1. Description of your personal information management needs and current habits
2. Description of the community the church serves
3. Description of the church and its ministries
4. Definition of the Religious Education needs of the church

Evaluation:

The course grade will be determined as follows:

Grade Range: A, B, C, D, F, I

Class Participation (**20%**),
First Paper (**15%**),
Second Paper (**15%**),
Final Paper (**25%**)
Final Presentation (**25%**)

In addition, **Peer Evaluation** will be used. Each student will complete a Peer Evaluation Form after each class presentation. You will recommend a grade for your peer and your peer will recommend a grade for you.

The following grading scale will be used:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Note: The minimum passing grade for students in the Divinity School is C.

Use of Technology:

All students in this course are required to have regular access to email and to the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. All course handouts (including readings, guidelines for completing assignments, and grading rubrics) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard's Digital Dropbox or in the Forum created in Discussion Board.

Email will be the instructor's primary mode of contacting students outside of class hours. Thus, all students must set up their email address on Blackboard. Directions for doing so are below:

1. Go to <http://shawu.blackboard.com>.
2. On the **Tools** menu on the left side of the screen, click **Personal Information**.
3. Select **Edit Personal Information**.
4. Under section 1, enter your email address.
5. Click **Submit**.

6. Click **OK**.

We will be using the following sections of Blackboard for this course:

- **Course Information:** Contains an electronic copy of the syllabus and all rubrics used to evaluate assignments for this course. Any updates to the syllabus will be made available here.
- **Course Documents:** Contains electronic versions of articles and chapters that are not in required texts (generally in PDF or HTML format). You will need to download the free Adobe Reader to access these forms (<http://www.adobe.com>).
- **Discussion Board:** Forums for your weekly postings are here.
- **Communication:** Allows you to send email to the class.
- **Tools:** Provides access to the Digital Drop Box, which you will use to submit your weekly reflection papers and other assignments.

Follow the instructions below to submit assignments via the Digital Drop Box:

1. Once you are in the course site, click the **Tools** tab on the left.
2. Select **Digital Drop box**.
3. Select **Send File**.
4. In the *Name* box, enter *Last name, first name, assignment name*

(For example, if your name is Jane Smith and you're submitting the case study, enter Smith Janecase study).

5. Click the **Browse** button beside the *File* box.
6. Locate and select the file on your computer. Click **Open**.
7. Click **Submit**.

Academic Integrity:

Students in this course are expected to abide by the Shaw University Code of Conduct. The university policy on plagiarism will apply to all assignments given in this course (see Student Handbook). Plagiarism involves the intentional or unintentional representation of another person's words and/or ideas as one's own. Students are expected to cite all materials, including scriptural references, using the formats described in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations, Seventh Edition*.

If you need help determining whether to cite, see the guide on avoiding plagiarism at <http://library.duke.edu/research/plagiarism/index.html>.

Class Decorum Policy

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the Dean.

Each behavior construed by the teacher/professor as non-contribute to learning will be recorded, properly documented, and appropriately reported to the student and to the Dean of the Divinity School. The report will be in written form with a copy provided to both the student and the Dean of the Divinity School. The instructor will retain a copy for her own records.

Special Considerations:

Disabilities: Students with disabilities that may require extended exam times or other accommodations should contact Student Disability Services (Counseling Center 546-8284). The instructor cannot alter the course requirements for any disability without certification from this office.

Psychological Services: If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would prefer to speak with someone else, you may contact the Counseling Center at 546-8284.

