

# LIDLAW COLLEGE

*Te Wananga Amorangi*

## 531.515 Human Development and Learning Course Assessment and Delivery Outline

Campus/Delivery Mode: Distance Learning

Semester 1, 2015  
NQF Level: 5, 15 credits

### CONTENT OVERVIEW

1. Lifespan development – an overview of the process of human development from conception to death. An introduction to a theology of growth and development.
2. Learning – an overview of selected theories of learning (e.g. behaviourism, cognitive-discovery, humanism) and the interaction with the processes of maturation and development; and some biblical principles of learning and spiritual nurture.
3. Educational psychology – the application to church; issues of education related to children (pedagogy) and adults (andragogy). Design for learning: motivation, measurement and evaluation. Jesus as a teacher.

### ASSESSMENT TASKS AND DUE DATES

#### 1. Online Discussion Forum

<i>Learning Outcomes:</i>	4
<i>Due Dates</i>	Midnight Sunday, end of semester weeks 2, 4, 6, 8, 10
<i>Percentage Weighting:</i>	20%
<i>Word Count:</i>	As specified below

This assessment task requires students to participate in online reflections throughout this course. To do this, students will need to post, on the appropriate Moodle discussion forum, a 200 word reflection. Instructions are found in the "Assessment Exercise" panel at the end of these lessons. Each reflection will cover the previous two lessons, i.e. the reflection at the end of lesson 2 will cover lessons 1 and 2, etc.

Each reflection is to be a personal interaction with the material covered, and should attempt to answer the following question:

*What discoveries, thoughts, reflections or questions have been inspired by the material covered in these lessons for you?*

In answering this question, you may like to focus on a particular issue or aspect covered in the **lessons, or you may wish to consider the topics covered more broadly and generally.** Please note that these reflections are not asking you to simply summarise the material covered, but to show that you have thought about the material in some depth and have interacted with it meaningfully.

For each of the reflections, in addition to your initial posting, you will be required to make at least one further posting at least 50 words, which interacts with what other students have said. The second posting for each online assessment exercise must be within 7 calendar days of the due date for the initial posting.

Please note that all postings will be graded, and will count towards your final course grade.

#### 2. Personal Timeline, and Reflection on Erikson's and Fowler's developmental theories

<i>Learning Outcomes:</i>	1, 2, 4
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<i>Due Dates</i>	Midnight Sunday, end of semester week 5
<i>Percentage Weighting:</i>	45%
<i>Word Count:</i>	2500 words
<i>Expected Sources:</i>	Readings by Erikson & Fowler

This task has three components:

- a. **Theorist Summary:** Write a clear but concise explanation, in your own words, of Erikson's eight life stages and Fowler's six stages of faith. (This section should be no more than 1000 words).
- b. **Personal Timeline:** Carefully draw a time-line of your personal history, identifying the key events that you recognise as being significant in terms of maturation from birth to the present. Show on the timeline the correlation between your own life journey and both Erikson's life stages, and also Fowler's stages of faith. (This section does not count toward the word limit, i.e. there is no particular word limit for this part of the assessment, but because of the nature of a timeline, please include only enough material to convey the key events and their importance.)
- c. **Personal Reflection:** Reflect on your timeline in the context of the material you are learning in this course. (This section should be approx. 1500 words, but you can divide the word-count over the three sub-sections below as you see fit.)
  - Compare your own life journey with both Erikson's life stages and Fowler's faith stages, and discuss any similarities and differences.
  - Select one of Erikson's life stages that you have experienced (this may be the one you are currently at, if you wish) and reflect on your experience of that stage, discussing any conflict or difficulties you experienced, the outcomes of that stage, and ways in which this stage readied you for the next life stage.
  - Reflect on your own process of faith development in the light of Fowler's faith stages. Discuss what has shaped the development of your faith to the present time and what are some of the challenges still ahead. Where would you place yourself in terms of Fowler's stages of faith? Discuss your reasons.

### 3. Essay: Learning and church ministry implications

<i>Learning Outcomes:</i>	2, 3
<i>Due Dates</i>	Midnight Sunday, end of Study Week 1
<i>Percentage Weighting:</i>	35%
<i>Word Count:</i>	2000 words
<i>Expected Sources:</i>	Minimum 5

The purpose of this essay is for you to reflect on learning styles and their implications for church ministry, from the perspective of your discoveries about human development.

- Begin by briefly summarising the various developmental stages covered in this course. (This first part should be no more than 25% of your essay)
- Next, pick any three of these major life stages, and discuss for each one what the implications are for teaching and learning processes, and suggest how these might influence the relevant church ministries. For each of your chosen three, give some examples to illustrate your claims.
- Finally, comment on how a comprehensive understanding of the various stages of human development might impact on the overall design and management of church ministries.

For this essay, you will need to draw on material **beyond** that offered in the course materials. You may like to:

- Refer to some of the books in the bibliography that relate to this topic. Look carefully at the titles of the books to find out which ones will be most helpful to you. Please note that other students at Laidlaw may be wanting to borrow these books from the library at a similar time to you, so don't leave all your reading for this task to the last minute!

- Explore the online journals available through Laidlaw’s library homepage (using the EBSCO and Proquest online journal search tools – refer to the CDL Student Handbook for instructions about how to use these tools.) You might like to start by searching with keywords such as *church ministry, learning styles, developmental stages, Fowler*, etc. Sometimes it takes a while to find what you are looking for, but if you find a couple of good articles, it’s worth the effort.
- Do some searching on the internet for relevant resources about this subject, though be aware that not all internet resources are either helpful or accurate!

## CRITERIA FOR ASSESSMENT

### Online Discussion Forum

Before beginning your first online discussion, please see the grading grid (rubric) on the “online discussion grading guide and indicative mid-semester feedback” for further details on how these criteria will be applied.

- Engagement with material
- Constructive engagement with others
- Structure and presentation
- Timeliness

### Personal Timeline, and Reflection on Erikson’s and Fowler’s developmental theories

- Clear explanation of Erikson and Fowler’s developmental models
- Ability to identify, illustrate and evaluate personal and historic events that indicate significant milestones and to correlate these to Erikson’s and Fowler’s theories
- Depth and clarity of reflection on personal journal, and discussion of personal stages of development
- Communication and presentation: Clarity, format, spelling and grammar; annotation and bibliography

### Essay: Learning and church ministry implications

- Clear explanation of developmental stages
- Evidence of careful thinking about implications of developmental stages for teaching and learning
- Meaningful discussion of impact of developmental stages on church ministry
- Communication and presentation: Clarity, format, spelling and grammar; annotation and bibliography

## LEARNING HOURS

Course Lessons and associated tasks	45 hours
Participation in the online discussion forum	15 hours
Personal Timeline and Reflection	40 hours
Essay	35 hours
Additional reading and reflection	15 hours
<b>Total</b>	<b>150 hours</b>

## TEXTBOOKS

**While not compulsory, the following two books are key resources to help you with this course, and would be helpful to have access to while you study:**

Downs, P.G. *Teaching for Spiritual Growth: An Introduction to Christian Education*. Grand Rapids, MI: Zondervan, 1994.

Papalia, Diane E, Sally Wendkos Olds and Ruth Duskin Feldman. *Human Development*. 10th ed. New York: McGraw-Hill, 2007.

## **BIBLIOGRAPHY**

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- Hauerwas, S. *Growing Old in Christ*. Eerdmans, 2003.
- Hurding, R. *Understanding Adolescence*. London: Hodder & Stoughton, 1989.
- Jamieson, A. & J. McIntosh, (eds). *Faith Development: Resources for those on the journey*. Wellington: Spirited Exchanges, 2002.
- Johnson, Susanne. *Christian Spiritual Formation in the Church and Classroom*. Nashville, TN: Abingdon, 1989. (See chapters 7-10)
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