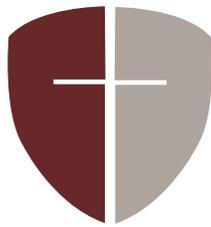


RTS

D I S T A N C E E D U C A T I O N



Integration Seminar

0CE752, 3 Hours

James Anderson Ph.D.

RTS Distance Education

This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

GUIDE

Getting Started To do the lessons, reading and listening assignments are listed.

Understanding To maximize learning, the purposes and objectives are given.

Investigating To explore the content, outlines are provided for note taking.

Developing To expand content, readings are suggested.

Evaluating To help review, lesson questions are based on objectives.

COURSE SYLLABUS

Integration Seminar, OCE752, 3 hours

Professor of Record:

Dr. James Anderson

Reformed Theological Seminary, Distance Education



Professor

Dr. James Anderson comes to RTS from Edinburgh, Scotland, and specializes in philosophical theology, religious epistemology, and Christian apologetics. He has a long-standing concern to bring the Reformed theological tradition into greater dialogue with contemporary analytic philosophy. Dr. Anderson has a Ph.D. in philosophical theology from the University of Edinburgh. He is a member of the Society of Christian Philosophers, the British Society for Philosophy of Religion, and the Evangelical Philosophical Society. Prior to joining the faculty at RTS/Charlotte, Dr. Anderson served as an assistant pastor at Charlotte Chapel in Edinburgh where he engaged in regular preaching, teaching, and pastoral ministry.

Course Description

The Integrative Seminar is the capstone of the MA/Distance degree and a forum for the discussion of the thesis. The student has the opportunity to defend his thesis before peers and faculty. The thesis will be completed in accord with the criteria laid out in the aims of OCE751 and in response to the evaluation by peers and faculty. Additionally, an instructional design is presented for teaching in the church or community related to the thesis topic.

Course Objectives

Upon completing the course, students will know the following ...

- How to present a summary of the thesis with visual support
- How to defend a formal thesis in an interview with questions from the faculty advisor
- How to complete an instructional design presentation of needs assessment, situation analysis, team organization, objectives specification, media selection, prototype construction, and program evaluation

Required Textbooks

Smaldino, Sharon E., Deborah L. Lowther and James D. Russell. *Instructional Media and Technologies for Learning*. (10th Edition) Pearson Education, Inc., Publishing as Allyn & Bacon, 501 Boylston St., Boston, MA 02116. (2012).

COURSE REQUIREMENTS

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Online Student Handbook

The Online Student Handbook has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual. You will find it located at the RTS Distance Education website (www.rts.edu/distance) under the Student Services tab.

Summary of Requirements

- Present 30 minute summary of thesis and instructional design for teaching material for the local church related to the thesis topic.
- Responds to 15 minute Q&A' from faculty-reader, RTS Staff and others
- Submit short essay on some current even related to thesis topic

Mentor Report

Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student's grade.

Assignments

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

Contact Information

Reformed Theological Seminary, Distance Education

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Web site: rts.edu/distance

COURSE OUTLINE

Integration Seminar, OCE752, 3 hours

Professor of Record:

Dr. James Anderson

Reformed Theological Seminary, Distance Education



Pre-Seminar

Draft of thesis is approved by faculty advisor and graded for OCE751 at least one month before date of seminar.

Seminar

Student presents 30 minute summary of thesis to seminar participants and via web conferencing with a PowerPoint series of ten slides or so.

Student responds to 15 minute Q&A from RTS staff, faculty reader and others.

Student writes a short essay on some current event related to their thesis topic.

Personal advisement for career.

Post-Seminar

Final Revisions are made to written document and approved.

INSTRUCTIONAL DESIGN FOR THESIS TOPIC

Integration Seminar, OCE752, 3 hours

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The instructional project for the Integration Seminar is to make a plan for doing the instructional design of an educational product or typical teaching series for the student's local church. A finished product is not necessary, just two or three paragraphs per step below on the plan to do this instructional design. Complete a simple PowerPoint series of ten slides or so for this exercise. The steps for instructional design and development are as follows:

1. Needs Assessment

What are the benefits to be sought for your learner? Find the gap between the ideal and the status quo. What is the "job" that your learner will choose you or your educational product to do? Surveys, interviews, records, etc. are sources of data for a needs assessment. You do not have to complete the study, but write a plan of how you might do the data collection and analysis and what you expect to find in your study.

2. Situation Analysis

This phase leads to knowing the features of the education needed for your learner to reach the learning outcomes and for your company to earn positive net revenue (income minus expenses)? What are the constraints and opportunities with your time, money, resources, people, etc.? What is revealed by a "SWOT analysis" of the setting (Strengths, Weaknesses, Opportunities, Threats)?

3. Team Organization

What are the roles and goals for each member of the team responsible for design, development and evaluation of education delivery? What professional skills and disciplines will be needed on the team for delivery? List abilities and interests necessary for project success. What is the character and competence needed to be observed for trust in each member of the team?

4. Objectives Specification

What will the learner know, feel and do upon completion of the instruction? How is this set of outcomes consistent with the Purpose, Vision, Mission and important Directions of the church?

5. Media and Software Selection

Given the above "front-end analysis", what are the recommended formats or medium/media for the project? Oral, text, ... and/or audio, video, animation, etc.?

6. Evaluation

What is the match of the objectives and needs to the learner outcomes observed by both internal and external reviewers? How would you set up formative and summative evaluation processes? How would your findings be recycled for future improvements in this example of Christian education?

Course Objectives Related to MAR Student Learning Outcomes

Course: Integrative Seminar

Professor: James Anderson

MAR Student Learning Outcomes		Rubric	Mini-Justification
<i>In order to measure the success of the MAR curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAR outcomes.</i>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	-Thesis defense -Instructional design presentation
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Moderate	-Presentation and examination by faculty thesis advisor on biblical studies chapter -Application of Scripture to needs of an audience, cf. "exegete your audience"
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	-Exam on Westminster Shorter Catechism, including smart app -History of Westminster divines and the catechism
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	-Knowing God via deep theological study on thesis topic -Loving God and neighbor with preparation for teaching on the topic
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	-Defense of thesis, including application to church and world -Reaction essay to current event in light of thesis results
Winsomely Reformed/ Evangelistic	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	-Graduate-level research with best practices -Understanding non-Christian literature -Theological disagreement in proper dialogue and attitude
Teach	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	-Instruction design project for thesis topic including needs, SWOT, team, objectives, prototype and evaluation
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	-Preparation to teach thesis material to church groups -Civic engagement in practical theology chapter
MAR Specific SLO	An ability to integrate such knowledge and understanding into one's own calling in society	Strong	-Instructional design considers how to apply and teach thesis topic -Teaching skills for career and church