

The Heart of Teaching

Apprenticeship in Community

Villanova University
Department of Theology and Religious Studies

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1 Program Vision

“Set love as the criterion of all that you say, and whatever you teach, teach in such a way that the person to whom you speak, by hearing may believe, by believing hope, and by hoping love.” -St. Augustine, *The Instruction of Beginners*, 8

2 Program Rationale

In the Catholic tradition, teaching is a vocation and ministry patterned after the life of Jesus, as well as a gift of the Holy Spirit (Matt 28:20; Eph. 4:11, 1 Cor. 12:28). As an Augustinian school, Villanova looks to the model of St. Augustine, who exercised his ministry to the church as an educator. Embodying the integration of heart and mind, Augustine realized the pivotal relationship between his faith and pedagogy (*Confessions*, I; *The Teacher*, XII). With love as the criterion of excellent teaching (*On Christian Teaching*, I), he cultivated a community of learners intent on seeking the truth together in friendship.

The Department of Theology and Religious Studies recognizes the need for educational leaders committed to the common good who can teach effectively in various contexts, including schools, colleges, and universities, as well as parishes, congregations, and para-church and community organizations.

Higher education today demonstrates increasing concern for pedagogy, with the recognition that how people learn affects what they learn—and who they become. Moreover, as a discipline that integrates theory and practice, theology calls for educators who critically reflect on the mutual mediation of subject matter and pedagogy.

Considering our Augustinian identity, graduate formation in theology at Villanova prioritizes an apprenticeship-in-community model of education as students transition from “senior learners” to “junior colleagues.” Therefore, the *Heart of Teaching* provides graduate students with instruction, supervision, and mentorship in pedagogical theory and practice, as well as mentoring in professional and leadership competencies. This apprenticeship occurs within the context of a peer community. The *Heart of Teaching* prepares students for vocations such as college faculty, secondary education faculty, religious education leadership, mission leadership, and other roles in theological and religious education.

3 Program Development History

2006-2008 Doctoral Program Planning: In the conception of the TRS PhD program at Villanova, it was agreed that teacher formation as a core component of the new doctoral program would reflect our Augustinian identity, program needs, and the job market.

2016-2018 Pedagogical Workshops “Collaborative Apprenticeship Sessions:” Funded by the Wabash Center for Teaching and Learning in Theology and Religion, the department hosted visits from pedagogical experts to lead conversations with faculty and graduate students about aspects of teaching. The topics included mentorship, vocational integration, diversity and inclusion, and indigenous pedagogy. These visits were as follows:

- Jean-Pierre Ruiz, St. John’s University. Ruiz discussed creating conditions for a culture of mentorship.
- Mark Schwehn, Valparaiso University. Schwehn argued that theological educators have a calling to do theology in service of practical wisdom, resisting the model of objective detachment and instead focusing on holistic integration.
- Mary Boys, Union Theological Seminary. Boys argued that educators tend to address diversity and inclusion by thinking about our syllabus and challenged us to consider how the way we teach, and teach others to teach, reflects concern for diversity and inclusion.
- Libby Roderick, University of Alaska at Anchorage, and Ilarion Mercurieff, Global Center for Indigenous Leadership and Lifeways. Roderick and Mercurieff discussed indigenous pedagogies, and especially the value of silence.

Summer 2018: Assistant Professors of Religious and Theological Education Timothy Hanchin (Director of the *Heart of Teaching* program) and Christy Lang Hearlson (TRS Assessment Coordinator) wrote an initial rationale and learning goals for *The Heart of Teaching*.

August 30, 2018: Timothy Hanchin presented the *Heart of Teaching* plan to the Doctoral Program Committee for review and comment.

October 5, 2018: Faculty and doctoral students were invited to a gathering to reflect on the collaborative apprenticeship workshops and hear a presentation from Timothy Hanchin and Christy Lang Hearlson on the rationale and learning goals for the new *Heart of Teaching Program*.

October 9, 2018: Timothy Hanchin and Christy Lang Hearlson met with the new Advisory Board for the *Heart of Teaching*: Seth Fishman (Assistant Dean of Curriculum and Assessment), Teresa Wojcik (Assoc. Prof. of Education), and Gabriele Bauer (Director of VITAL). The Advisory Committee reviewed the rationale, goal, and learning outcomes.

October-November 2018: In response to input from faculty, graduate students, the Doctoral Program Committee, and the *Heart of Teaching* Advisory Committee, Timothy Hanchin and Christy Lang Hearlson constructed the apprenticeship model and sequence.

November 28, 2018: The Doctoral Program Committee reviewed and commented on the apprenticeship model and sequence.

October 1, 2019: The *Heart of Teaching* Advisory Board met and commented upon the proposed program, including the apprenticeship model and sequence.

October 4, 2019: Christy Lang Hearlson presented an overview of the *Heart of Teaching* program at a departmental meeting and invited faculty to offer feedback in upcoming weeks.

October 11, 2019: The Program Report Draft was sent to faculty for comment and review.

February 19, 2020: Christy Lang Hearlson and Timothy Hanchin met with Jennifer Jackson, Director of Graduate Studies in TRS to discuss dimensions of MTS inclusion in the program.

February 21, 2020: The Doctoral Program Committee reviews the updated Heart of Teaching Manual.

March 19, 2020: Christy Lang Hearlson and Timothy Hanchin receive feedback from PhD students enrolled in Theological Pedagogy (THL 8701).

March 25, 2020: The Heart of Teaching Advisory Board further vets the Heart of Teaching Manual.

May 2022: The first cohort of PhD students complete the Heart of Teaching.

August 2022: Timothy Hanchin and Christy Lang Hearlson, with input from Seth Fishman, begin programmatic assessment with an exit survey for the first cohort to complete the Heart of Teaching.

December 2, 2022: Timothy Hanchin proposes Heart of Teaching revisions, based on student feedback, to the PhD Committee. The Doctoral Program Committee unanimously approves the revisions.

February 2024: Based on student and faculty feedback, the timeline is adjusted.

4 Overall Learning Goal

Through completion of *The Heart of Teaching*, students will be equipped for the ministry of teaching in various contexts as a community of educators who creatively integrate heart and mind, practice and theory, in service to a diverse church, academy, and world.

5 Learning Outcomes

The Learning Outcomes of the *Heart of Teaching* address theoretical and practical knowledge and personal formation. Thus, the program aims to form educators who demonstrate:

1. Sufficient theoretical knowledge of the field of education, which includes the ability to:
 - A Describe various philosophies of education and their expression in theological education, emphasizing praxis and the integration of heart and mind
 - B Explain elements of teaching philosophies, including aims and goals, curriculum, method, role of the teacher, role of the learner, and context
 - C Critically examine contemporary cultural challenges and trends in theological education, including changes in context and media and an increased focus on diversity and inclusion, embodiment, and affect
 - D Articulate the benefit of interdisciplinary scholarship for theological education

(Learning Outcome #1 supports Learning Goal 4, Objective A of the MTS Education Track and Learning Goal 2 of the PhD program.)

2. Culturally responsive competence in concrete tasks of education, which includes the ability to:
 - A Articulate a philosophy of education informed by an Augustinian vision
 - B Cultivate a diverse learning community that prioritizes interpersonal relations while attending to dynamics of power
 - C Design course objectives and learning goals
 - D Construct curriculum and assignments that feed into learning objectives
 - E Craft innovative and effective teaching methods, including spiritual practices
 - F Implement appropriate assessment tools
 - G Lead or facilitate discussions in various teaching and learning event contexts
 - H Develop habits of self-reflection as an educator

(Learning Outcome #2 supports Learning Goal 4, Objective B of the MTS Education Track and Learning Goal 2 of the PhD program.)

3. Qualities of an educator who integrates heart and mind, including the following:
 - A Confidence and flexibility in adapting to diverse educational contexts
 - B Intellectual curiosity and critical thinking
 - C Openness toward spiritual experience as a theological source
 - D Dispositions of gratitude, humility, and hospitality

(Learning Outcome #3 supports Learning Goal 4, Objective C of the MTS Education Track and Learning Goal 2 of the PhD program.)

6 Program Overview Chart for PhD

Timeline	By Fall of Year 4	By Spring of Year 4	Fall of Year 5
Coursework	Theological Pedagogy (THL 8701)	Teaching Apprenticeship (THL 8702)	Teaching Practicum (THL 8703)
Teaching Experience		Assistant Teaching with Faculty Mentor	Supervised Teaching of THL 1000
Apprentice Meetings		Each Assistant Teacher-Faculty Mentor pair meets at least twice during the semester to reflect upon the assistant teaching process. The Heart of Teaching Director convenes two cohort meetings.	The Faculty Supervisor organizes three cohort gatherings: orientation, mid-semester, and "Sending Forth."

7 Program Overview Chart for MTS Education Track

Timeline	Fall Year 2	Spring Year 2
Coursework	Theological Pedagogy (THL 8701)	Teaching Apprenticeship (THL 8702)
Teaching Experience		Assistant Teaching with Faculty Mentor.
Apprentice Meetings		Each Assistant Teacher-Faculty Mentor pair meets at least twice during the semester to reflect upon the assistant teaching process. The Heart of Teaching Director convenes two cohort meetings.

8 Program Overview Chart for MA Religious/Theological Education Concentration

Timeline	Fall Year 1/Fall Year 2
Coursework	Theological Pedagogy (THL 8701)

9 Pedagogical Coursework

Theological Pedagogy (THL 8701)

This seminar initiates the Heart of Teaching program for PhD students and Master’s students in the Education Track. It is designed to help students identify theological and philosophical sources for teaching theology and religious studies, analyze educational approaches, imagine and communicate their own approach to teaching, and practice skills in planning lessons and designing syllabi. The seminar emphasizes Villanova’s Christian mission and Augustinian charism in conversation with contemporary learning theory and seeks to build a mutually supportive learning community.

Teaching Apprenticeship (THL 8702)

During Teaching Apprenticeship, students sign up for an independent study with their Faculty Mentor. The students serve as an Assistant Teacher for their Faculty Mentor's THL 1000 section. The expectations for Assistant Teachers and Faculty Mentors during Teaching Apprenticeship are included below. In addition, the Teaching Apprenticeship cohort gathers twice during the semester for communal reflection and syllabus development.

Teaching Practicum (THL 8703)

Students who are independently teaching with supervision must enroll in the Teaching Practicum. The expectations for the Teaching Practicum are included below. While non-scholarship students receive a stipend for their supervised teaching, they are considered to be undertaking supervised study in this experience. It is thus necessary for students to enroll in the Teaching Practicum to reflect this status and ensure that the cohort's Faculty Supervisor receive course credit for supervising students.

10 Teaching Experience

10.1 Assistant Teaching

The graduate student assists a faculty member in the TRS department in teaching an undergraduate course. Teaching Apprenticeship (THL 8702) is considered an independent study with their Faculty Mentor. MA students do not enroll in Teaching Apprenticeship.

Timing: Spring of Year 4 for Doctoral Students. MTS students enroll in the course during Spring of Year 2.

Preparation: Graduate students will have completed Theological Pedagogy (THL 8701). In the term before assistant teaching (Fall of Year 4 for doctoral students), the graduate student will approach a faculty member to request to serve as a Faculty Mentor the following term. If the faculty member agrees, the graduate student and the faculty member sign the Apprenticeship Agreement Form and submit it to the Heart of Teaching program director.

Expectations for Assistant Teachers

Assistant Teachers are expected to:

1. Attend all sessions of their Faculty Mentor's THL 1000 section, with planned absences to be worked out with the Faculty Mentor.
2. Assist in various ways to support active learning by undergraduates. These may include serving as a discussion leader, commenting on student work, offering student support during an office hour, and preparing and implementing pedagogical exercises.
3. Meet with the Faculty Mentor at least twice in the semester to discuss teaching strategies and techniques, course content, and related issues. These meetings may include feedback on the

Assistant Teacher's teaching experiences in the classroom.

4. Take the lead in teaching the course for at least one, but no more than two weeks, of classes for the term with the Faculty Mentor present.
5. As part of the requirements of Teaching Apprenticeship (THL 8702), compose a brief final report (1-2 pages), reflecting on what they have learned about teaching or how they have grown as a teacher. The Assistant Teacher submits this report to their Faculty Supervisor.
6. Attend both Teaching Apprenticeship cohort meetings convened by the Director of the Heart of Teaching.

Limits on Work for Assistant Teachers

1. On average, the Assistant Teacher should do no more than 1 hour of work for the class outside the classroom per week.
2. Assistant Teachers may not assign grades to student work. However, if they wish, and if the professor agrees, they may review the comments and grades of the professor before work is returned to students.
3. In exceptional circumstances, such as a professional conflict for the professor, the Assistant Teacher may teach the class without the Faculty Mentor present. Such situations would be in addition to the requirement of at least one week of supervised teaching. These instances must be worked out in advance between the Faculty Mentor and the Assistant Teacher.
4. Assistant Teachers are not expected to make copies or assist with faculty research.

Expectations for Faculty Mentors

The Faculty Mentor as the professor of record will:

1. Agree to serve as a Faculty Mentor as a directed research course.
2. Sign the Apprenticeship Agreement form.
3. Attend an orientation meeting with their cohort of Faculty Mentors.
4. Publicly introduce the Assistant Teacher to the undergraduate students in the course, explaining ways in which the Assistant Teacher can serve as a resource to students.
5. Treat the Assistant Teacher with collegiality and respect, offering opportunities for growth in teaching while honoring the limits on the Assistant Teacher's work as stated above.
6. Meet with the Assistant Teacher at least twice in the semester to discuss teaching strategies and techniques, course content, and related issues. These meetings may include feedback to the Assistant Teacher's teaching experiences in the classroom.
7. Provide feedback (written or verbal) in a timely manner after each session that the Assistant Teacher teaches.
8. At the end of the term, compose a brief 1-2 page report in which they describe the strengths for teaching and growth as an educator they have witnessed in the Assistant Teacher, as well as recommendations for further development. The Faculty Mentor will share this report with the

Assistant Teacher.

10.2 Supervised Teaching

The doctoral student enrolls in Teaching Practicum (THL 8703) and teaches a course (normally THL 1000). MTS and MA students do not participate in the Teaching Practicum.

Timing: Normally Fall of Year 5 for doctoral students.

Supervision: A designated faculty member (the Faculty Supervisor) supervises the whole cohort of students who are teaching a course and enrolled in Teaching Practicum.

Stipend: Part-time graduate students who are not on scholarship receive an adjunct faculty stipend for teaching the course, but they must also enroll in the Teaching Practicum. Full-time students on scholarship do not receive an additional stipend, as it is included in their scholarship.

Expectations for Supervised Teachers

Supervised Teachers are expected to:

1. Enroll in the Teaching Practicum.
2. Attend three cohort meetings: orientation, mid-semester, and “Sending Forth.”
3. Work with the cohort Faculty Supervisor to schedule two observation visits of the class during the term.
4. In preparation for the Faculty Supervisor's visit, send a prepared lesson plan to the Faculty Supervisor at least one week in advance and schedule a debriefing conversation following the classroom observation.
5. In reflection upon the teaching semester, update their statement of Teaching Philosophy (to be composed during Theological Pedagogy) and write a brief 1-2 page report detailing their growth as a teacher through the practicum.

Expectations for the Faculty Supervisor

The cohort Faculty Supervisor is expected to:

1. Lead the orientation, mid-semester, and “Sending Forth” cohort meetings.
2. Attend scheduled classroom observations of the Supervised Teacher.
3. Meet with each Supervised Teacher for reflection and feedback following classroom visits.
4. Provide written feedback to the Supervised Teacher following the visit debriefing.
5. Provide ongoing support and pedagogical resources to Supervised Teachers throughout the semester.

11 Relevant Program Learning Goals

11.1 PhD in Theology Learning Goals

Goal 1 Formulate Faith/Culture Relationship(s).

Objective A: Generate original understandings of the faith/culture relationship(s), with attention to the experiences of diversity/inclusion, power, privilege, and marginalization.

Objective B: Formulate advanced, interdisciplinary, integrative, and/or inclusive approaches to the analysis of culture(s) and the dimensions of faith and lived experience.

Goal 2 Communicate Knowledge.

Objective A: Advance theological knowing in the Catholic Augustinian tradition as a basis for transformative action in the world.

Objective B: Assume the role of a productive, ethical, intellectual, and socially responsible leader, scholar, and teacher.

11.2 Master's of Theological Studies Learning Goals (Education Track)

Goal 1 Analyze Faith/Culture Relationships(s).

Objective A: Identify faith/culture relationship(s), with attention to the experiences of diversity/inclusion, power, privilege, and marginalization.

Objective B: Use scholarly methods to interpret diverse religious/theological texts and related media.

Goal 2 Evaluate the Christian Theological Tradition

Objective A: Appraise the vocabulary, sources, beliefs, historical developments & diversity within the Christian tradition, with attention to experiences of power, privilege, and marginalization.

Objective B: Assess the reciprocal interaction of practices and beliefs arising from the Catholic and Augustinian traditions with diverse cultural, ecumenical/ interfaith, and/or local/global contexts.

Goal 3 Apply knowledge

Objective: Communicate effectively the relevance of theological/religious practices, concepts, and beliefs for personal, communal, societal, and global living, in service of transformative action.

Goal 4 Teach effectively

Objective A: Describe contemporary cultural challenges and trends in theological education and articulate an integrative, Augustinian philosophy of education.

Objective B: educational events that are attuned to issues of diversity and dynamics of power, incorporate contemplative teaching practices, and use appropriate assessment tools.

Objective C: Demonstrate qualities of a self-reflective, intellectually curious educator sensitive to diverse educational contexts and hospitable toward spiritual experience as a theological source.