



2015 Curricular Integration Workshop

Education

As a starting point for thinking about where work and the economy might arise in classes, the table facilitator (John VerBerkmoes, Grand Rapids Theological Seminary) provided these “touchpoints”:

Bloom’s taxonomy; e.g. craft instructional strategies/assessments for work/econ at each Bloom level

Problem based learning; e.g. present a scenario of well-intentioned but ineffective anti-poverty effort

Case study; e.g. for youth pastors, draft narratives of different young people’s attitudes

Discussion based learning; e.g. prompted by viewing video clips together

Collaborative learning; e.g. understanding value creation can help students understand collab. learning

Learner-centered teaching; e.g. power imbalance in poverty ministry illuminates power imbalance in education

The faculty at the table brainstormed these additional “touchpoints”:

Note from facilitator: My group was a bit different than I/we anticipated. Of the people around the table, only one had a formal background in education. This made the conversation very interesting but a bit more difficult given our charge (i.e. identify six more touchpoints from the discipline of Education). I have included six additional touchpoints that emerged from our conversation and with a bit of creative editing.

Role Play- Utilize role play as an educational tool to demonstrate the benefits of fair exchange and consumptive behavior to the economy and human flourishing.

Mentoring- Engage seminary students and pastors in a mentor relationship with a business leader as a means to foster appreciation for the unique contribution businesses makes to human flourishing both for individuals and communities.

Vocational Voyages- Coordinate field trips to business environments (urban, suburban and rural) and international contexts to observe the benefits of work and the economic activity and human flourishing that comes from work.

Internships- Facilitate internships in small business settings so seminary students can develop relationship with business leaders and better understand their important contribution to the Kingdom of God.

Debate- Utilize debate as an educational strategy to foster critical thinking concerning issues such as private property, value creation, and income and inequality.

Simulation- Utilize simulation to engage seminary students in mapping a game plan with specific strategies to foster human flourishing in an impoverished rural setting in the deep south.