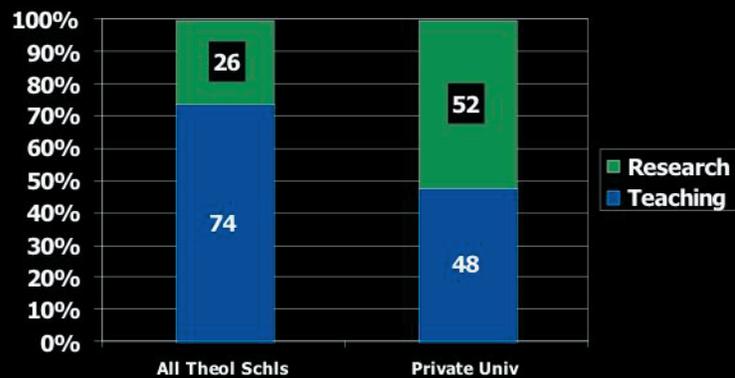


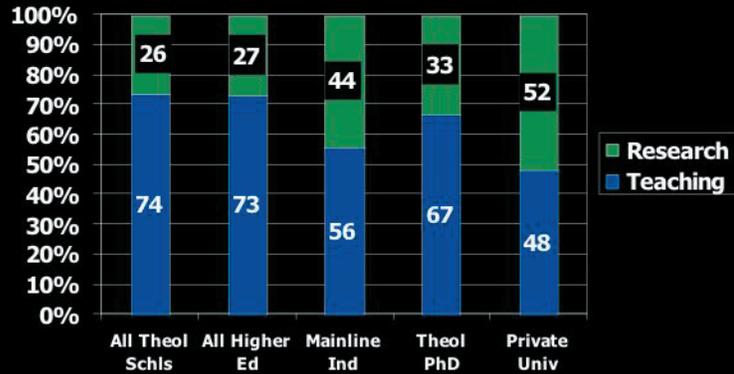
### III. TEACHING CULTURES

- Do theological schools have a distinctive pedagogical culture?
- Are there variations among different types of schools?

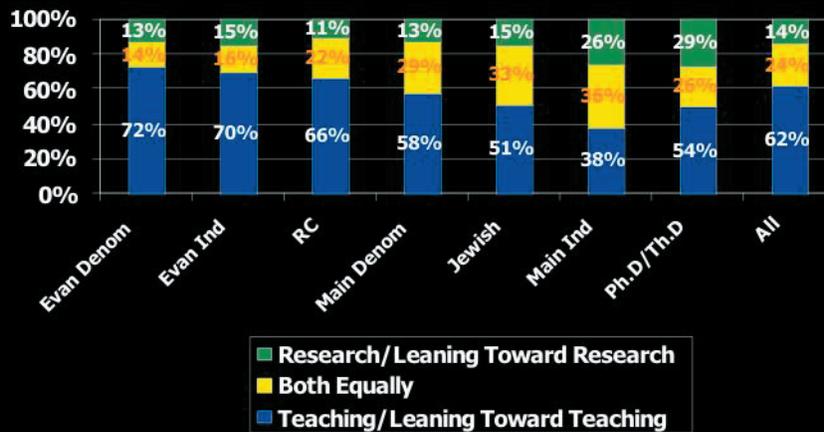
DO YOUR INTERESTS LIE PRIMARILY IN TEACHING OR RESEARCH?" (Q. 44): THEOLOGICAL AND HIGHER EDUCATION FACULTY (HERI 2002 Faculty Survey)



DO YOUR INTERESTS LIE PRIMARILY IN TEACHING OR RESEARCH? (Q. 44): THEOLOGICAL AND HIGHER EDUCATION FACULTY (HERI 2002 Faculty Survey)



“DO YOUR INTERESTS LIE PRIMARILY IN TEACHING OR RESEARCH?”  
RESPONSES BY SCHOOL TRADITION AND TYPE



## SATISFACTION WITH TEACHING: 1993 AND 2003

**Rated high (agree/strongly agree) in 1993  
and same or higher in 2003:**

- Regard myself as an effective teacher
- Am prepared to teach students of different ages, ethnic and religious backgrounds
- Know where to find resources to improve my teaching

## RESOURCES: WHAT HAS HELPED YOU TO BE A MORE EFFECTIVE TEACHER?

### **Helpful:**

- conversations with colleagues
- student feedback
- conversations with mentors
- workshops and consultations\*

### **Somewhat helpful:**

- support of dean/administration
- school-sponsored programs on teaching

\* attendees only

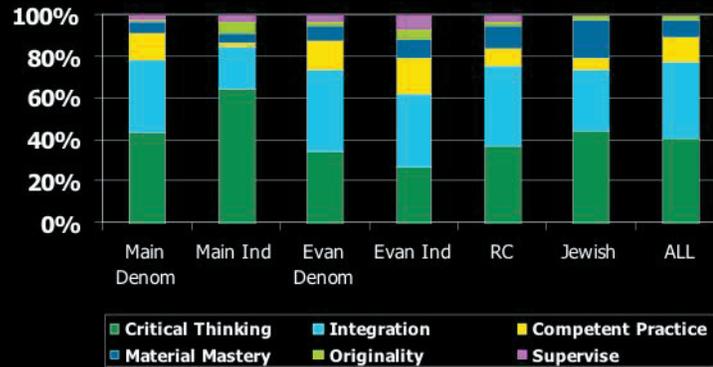
RESOURCES: WORKSHOPS AND CONSULTATIONS  
ON TEACHING AND LEARNING OUTSIDE THE  
RESPONDENTS' INSTITUTION

- Half of respondents (49%) have attended one.
- Those who have attended rate them “helpful.”
- One-third of respondents have attended more than one.

1. GOALS: WHAT DO YOU MOST VALUE IN THE WORK  
OF STUDENTS YOU TEACH?

- |  |     |
|--|-----|
| • Critical thinking                    | 41% |
| • Effective integration<br>of material | 36% |
| • Mastery of material                  | 17% |
| • Competent practice                   | 5%  |
| • Originality                          | 2%  |

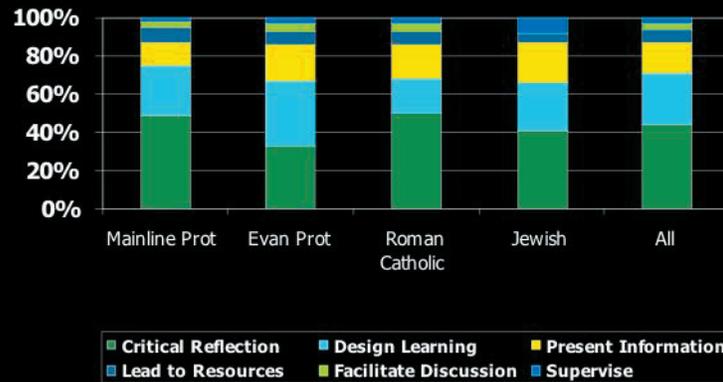
## 1. GOALS: WHAT DO YOU MOST VALUE IN THE WORK OF STUDENTS YOU TEACH?



## 2. ROLE: WHICH OF THE FOLLOWING ROLES OF A TEACHER DO YOU CONSIDER TO BE MOST CENTRAL?

- Leading students in the practice of critical reflection 44%
- Designing/organizing learning experiences 27%
- Presenting information 15%
- Guiding students to resources 7%
- Supervising practice 3%
- Facilitating discussion 3%

## 2. ROLE: WHICH OF THE FOLLOWING ROLES OF A TEACHER DO YOU CONSIDER TO BE MOST CENTRAL?



## METHODS

METHOD	FREQUENCY OF USE		
	1=frequently	2=sometimes	3=rarely
• Discussion	1.3		
• Lecture	1.4		
• Individual mentoring		2.1	
• Guided text analysis		2.2	
• Case studies, role play, media		2.3	
• Student presentations		2.5	

### 3. METHODS: TECHNOLOGY

#### Respondents say they use computer and/or video technology

- “sometimes” to **a.** present information, and facilitate **c.** student research and **d.** discussion.
- “rarely” to present **b.** aesthetic material and **e.** facilitate distance education.

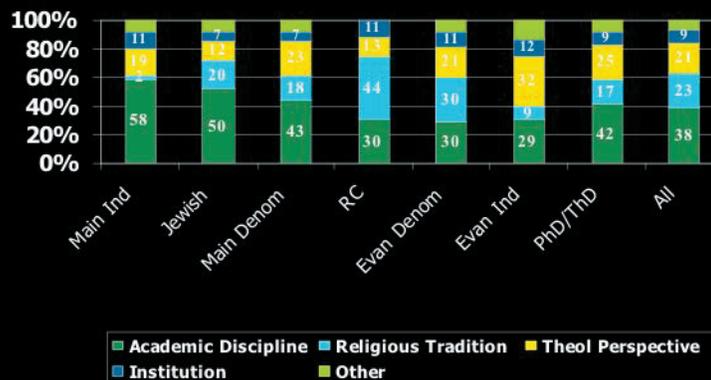
### 3. METHODS: TECHNOLOGY

- **Evangelicals** are more likely than others to use technology to present information and to facilitate distance learning.
- **Mainline Protestants** are more likely to use it to present an aesthetic experience and to facilitate discussion.
- Faculty in **Jewish** and **Roman Catholic** institutions are least likely to use technology in teaching.

#### 4. ROLE: "WHO OR WHAT DO YOU SEE YOURSELF AS PRIMARILY REPRESENTING?"

- My academic discipline 38%
- My religious tradition, denomination or movement 23%
- A particular theological or intellectual perspective 21%
- The values and traditions of my academic institution 9%
- A particular social or cultural group 2%

#### 4. ROLE: "WHOM OR WHAT DO YOU SEE YOURSELF AS PRIMARILY REPRESENTING?" BY RELIGIOUS TRADITION AND TYPE OF SCHOOL

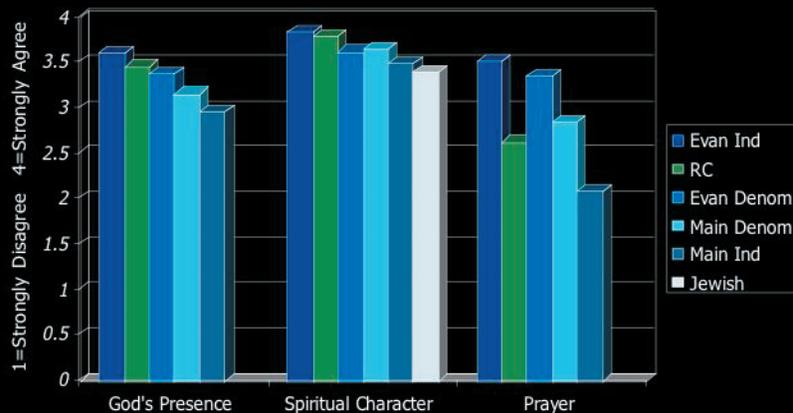


## ETHOS: TEACHING AND PIETY

- 5. Strongly agree (1.3): Teaching has a spiritual or religious character for me.
- 6. Agree (1.6): I consciously rely on God's presence while I am teaching
- 7. Somewhat agree (2.0): It is important to open and/or closed each class with prayer or other form of devotion or meditation.

**SCALE: 1-Strongly Agree; 2-Somewhat Agree;  
3-Somewhat Disagree; 4-Strongly Disagree**

## 5, 6 and 7 ETHOS: TEACHING AND PIETY



## Theological School Faculty

- Prioritize teaching
- Value teaching goals of critical thinking and theological thinking first; then content mastery and professional formation
- Favor traditional pedagogical methods
- Conceive of teaching as a religious vocation and practice

## Faculty in Evangelical Protestant Schools

- Emphasize content, integration, and ministry formation
- View the teacher as pedagogical planner
- Heavily emphasize their religious role
- Use technology in distance education and to present information
- Denominational schools' faculty
  - See themselves as representing a tradition
- Independent schools' faculty
  - See themselves as representing a theological view

## Faculty in Mainline Protestant Schools

- Emphasize critical and theological thinking
- See themselves as representing disciplines
- Denominational schools' faculty
  - Also emphasize integration
  - Are more likely to be ordained
- Independent schools' faculty
  - Heavily emphasize disciplines and research
  - Are least likely to be ordained and say they are religiously motivated
  - Are most diverse in gender and race

## Faculty in Roman Catholic Schools

- Balance teaching and research, critical thinking and integration
- Emphasize their religious tradition and religious role of faculty (though they don't pray in class and increasing numbers are not ordained)
- Do not use much educational technology

## Faculty in Rabbinical Schools

- Emphasize critical thinking and transmission of content
- See themselves as representing disciplines
- Decline to describe their role in religious terms
- Do not use much educational technology