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)
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 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?

![Bar chart showing the percentage of each role by faith group.]

- Critical Reflection
- Design Learning
- Present Information
- Lead to Resources
- Facilitate Discussion
- Supervise

METHODS

<table>
<thead>
<tr>
<th>METHOD</th>
<th>FREQUENCY OF USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>1.3</td>
</tr>
<tr>
<td>Lecture</td>
<td>1.4</td>
</tr>
<tr>
<td>Individual mentoring</td>
<td>2.1</td>
</tr>
<tr>
<td>Guided text analysis</td>
<td>2.2</td>
</tr>
<tr>
<td>Case studies, role play, media</td>
<td>2.3</td>
</tr>
<tr>
<td>Student presentations</td>
<td>2.5</td>
</tr>
</tbody>
</table>
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%
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