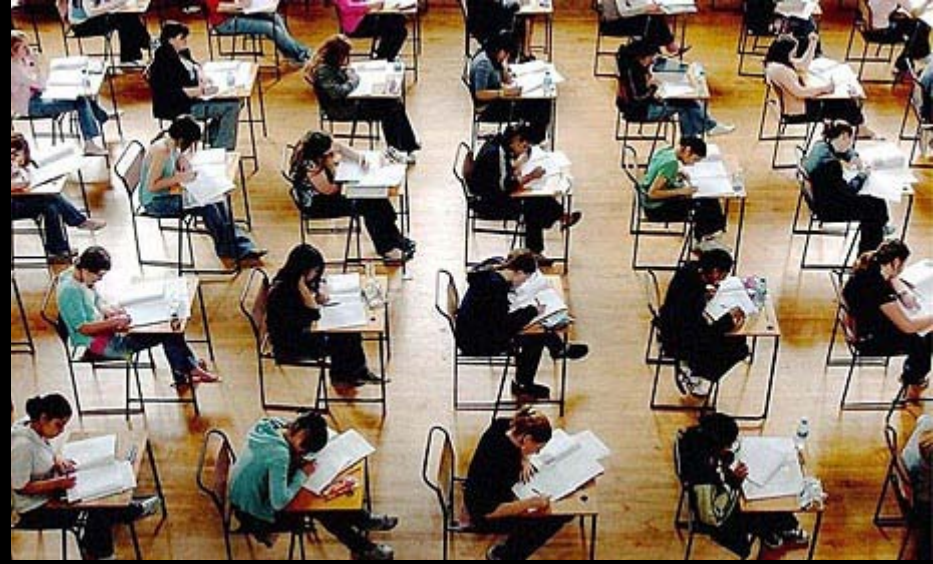


A young boy with curly hair, wearing a blue suit jacket and a blue tie, is shown in profile, reading a red book. The background is a soft-focus blue with abstract white and yellow lines. The text is overlaid on the left side of the image.

Teaching as a Christian Practice

David I. Smith
Kuyers Institute for
Christian Teaching and
Learning
Calvin College



“Your grading is unfair”



In a class on Anglo-American Postmodernity I've been frustrated by how assignments are designed. We recently received our first paper back, and I was surprised and somewhat amused to find that almost all of the best students



(i.e. those who have taken the most interest in the material, who have asked the most insightful questions, and whom I would just generally like to sit down and have a long talk with about the material) got rather crummy grades.



Of about five of the students I have talked to, all students who I see as brighter than myself and who I would like to have look over my work, only one did well while several did miserably. After talking with different people



I've come to suspect that the reason is these students were not content to simply regurgitate information. We realized that what the professor and TA want is basically a boat-load of citations to answer the relatively simple questions.



I've been somewhat amused by the result of this, because it has made the last first and the first last--normally C students got mostly A's, while the normally A students got C's. But it is also frustrating, because the path of least resistance to an A is intellectual mediocrity.



We all laughed at ourselves because we spent hours on a paper that was really an easy A to get B's and C's. What this does, however, is incentivize acquiescence and intellectual apathy. I've run into this now in a few classes, and am beginning to worry that I will not survive seminary with a shred of intellectual rigor left in me.



Communities of Practice

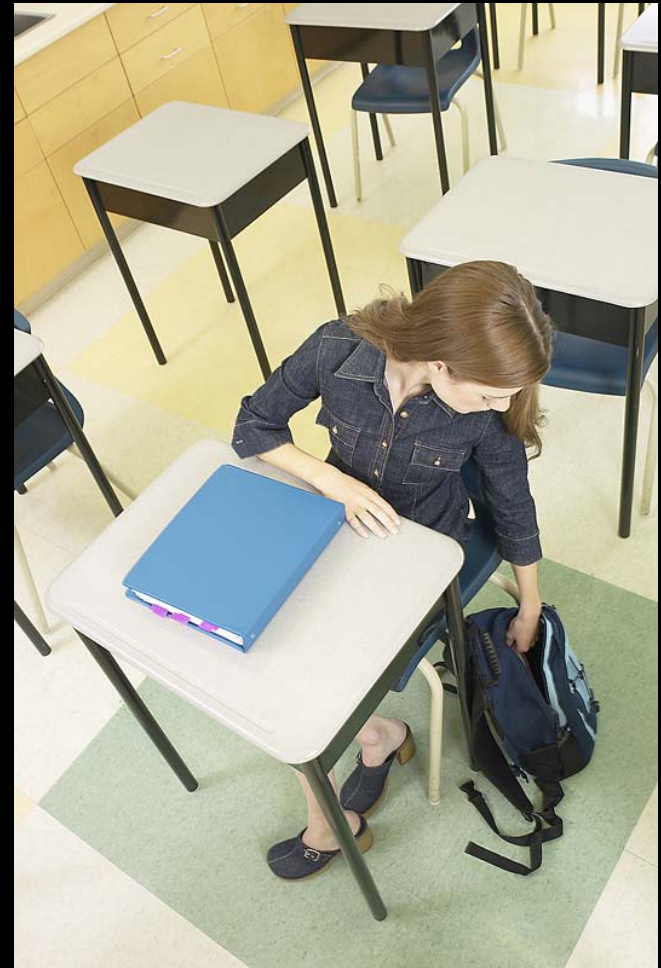
Learning, Meaning, and Identity

ETIENNE WENGER

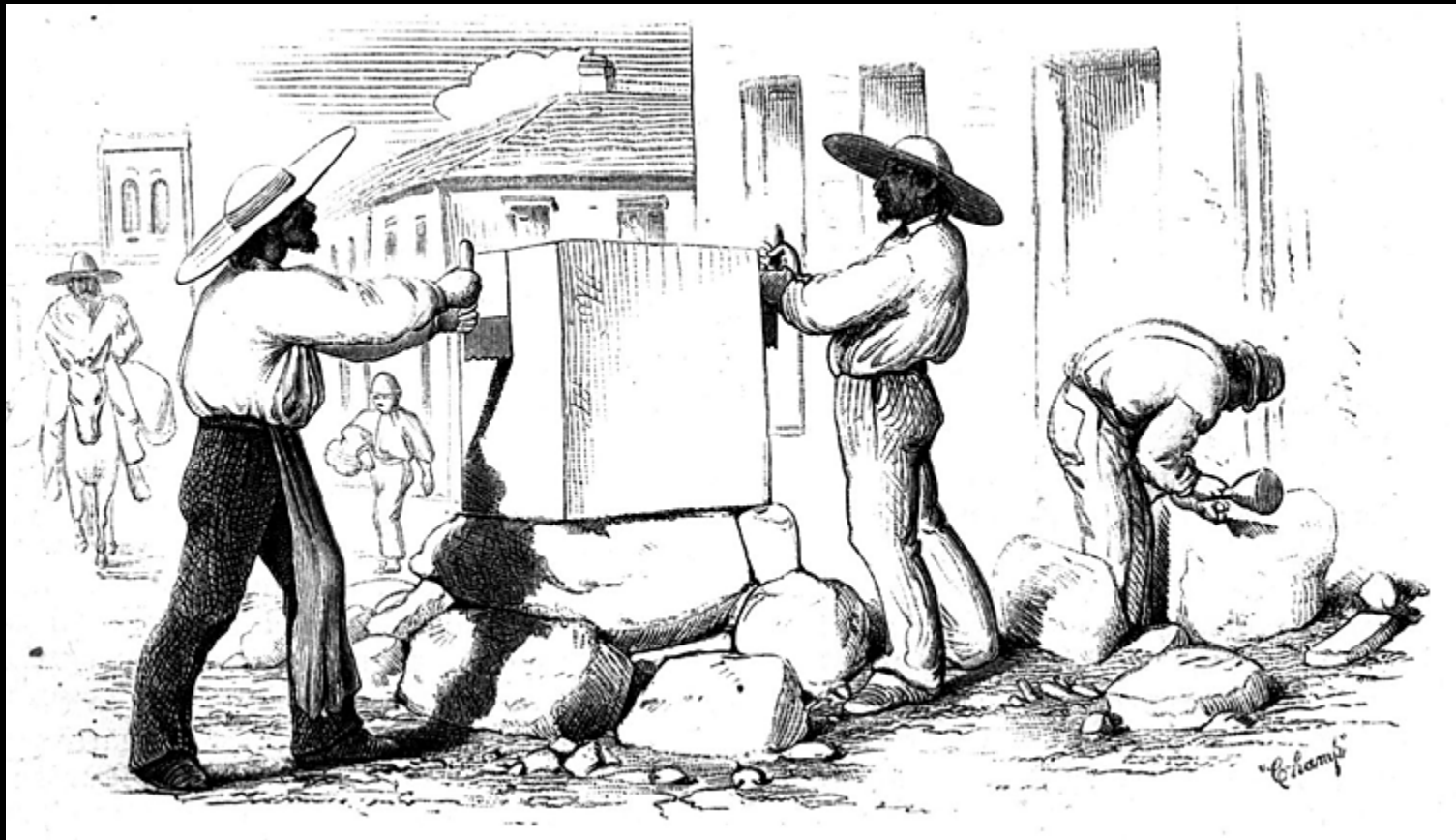


LEARNING IN DOING: SOCIAL, COGNITIVE, AND COMPUTATIONAL PERSPECTIVES

Participation - Reification



Imagination



Imagination

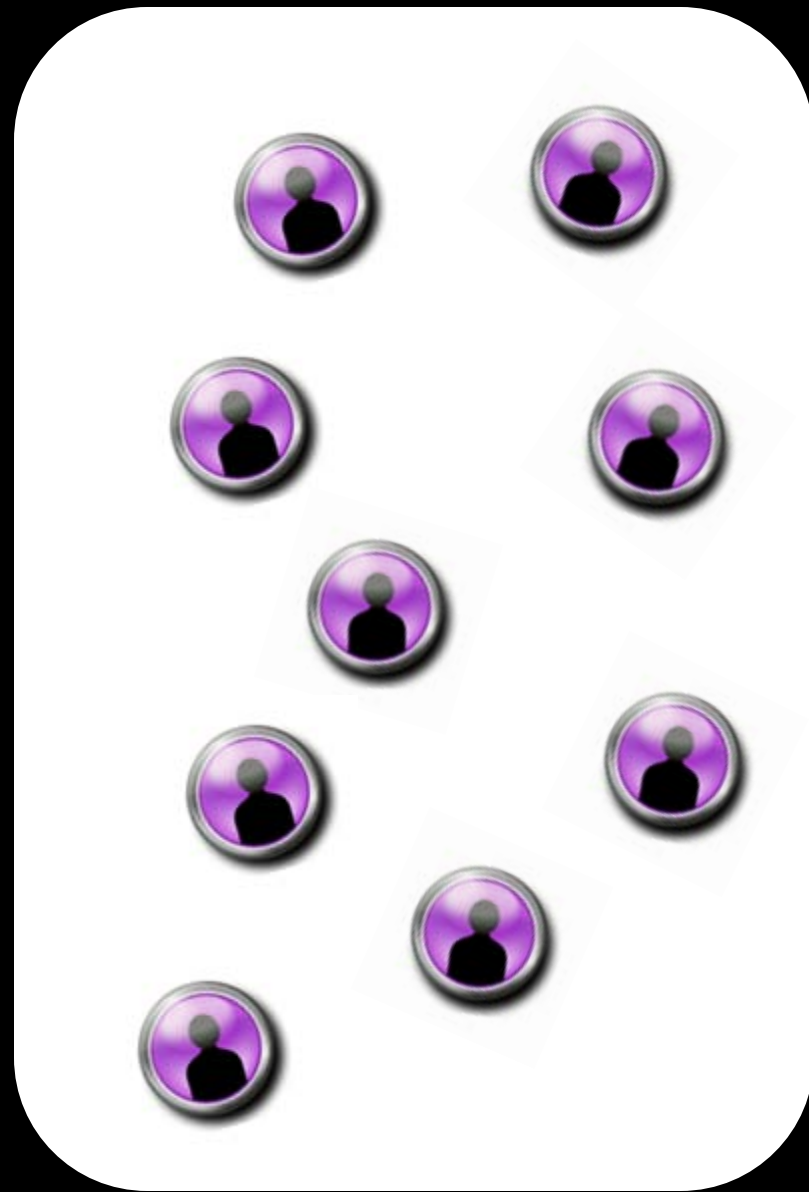
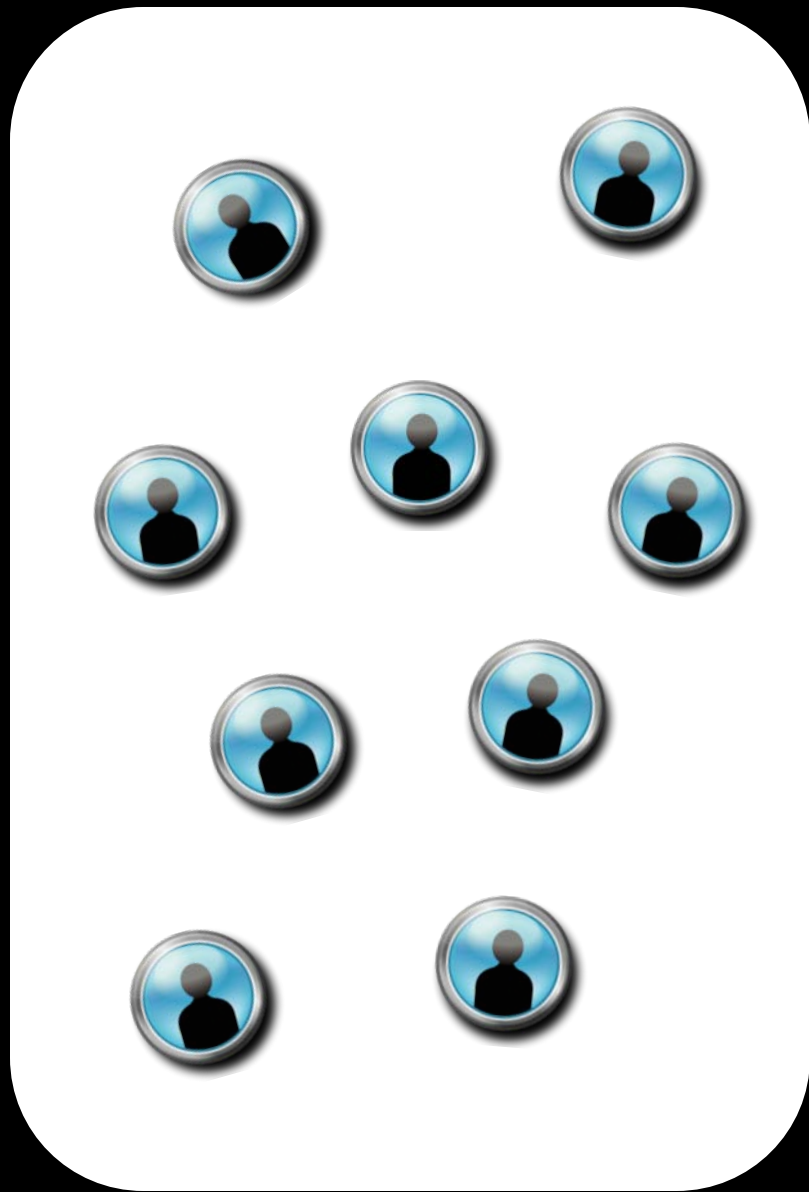
“I remember once standing with my children around a globe and pointing proudly: “This is where we live.” They were duly impressed – not for a moment doubtful, yet a little puzzled – and I started to reflect on the kind of process by which it made sense to indicate a point on a globe and claim it is where we live... It was not imagination as opposed to fact, because the issue was not whether what I was saying was factual.

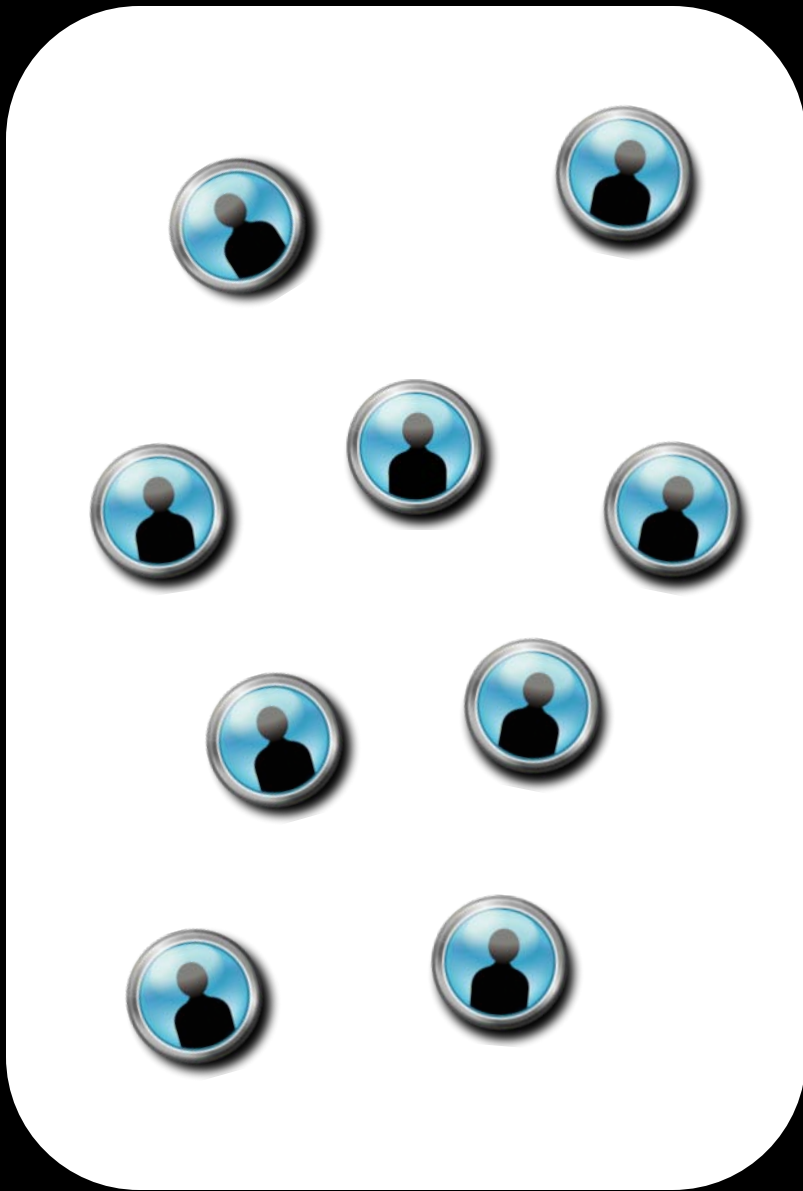


Imagination

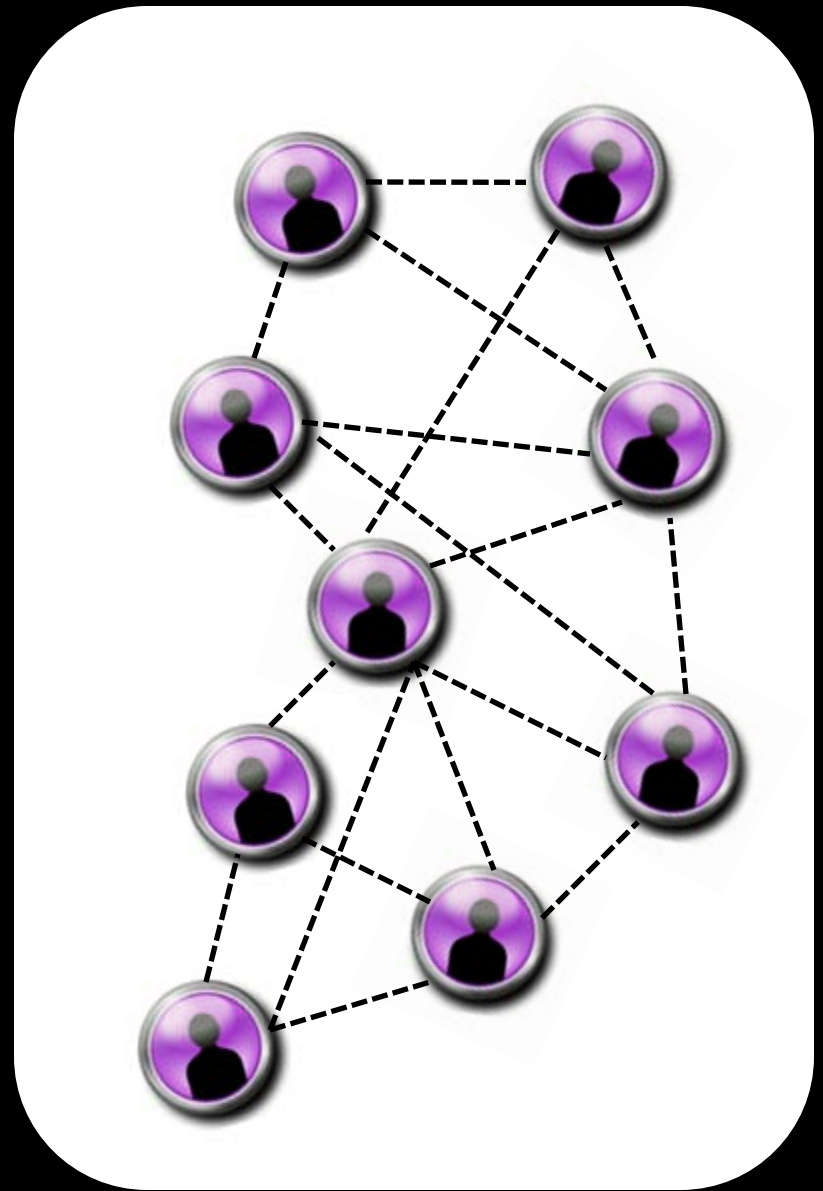
At issue was constructing a picture of the world such that it did make sense to point to a globe and say that we live “there.” We talked about the earth, the solar system, and gravity, and from that perspective I think that it did seem rather exciting to them to think that, indeed, we live “there” – little stick figures glued to a huge revolving planet.”





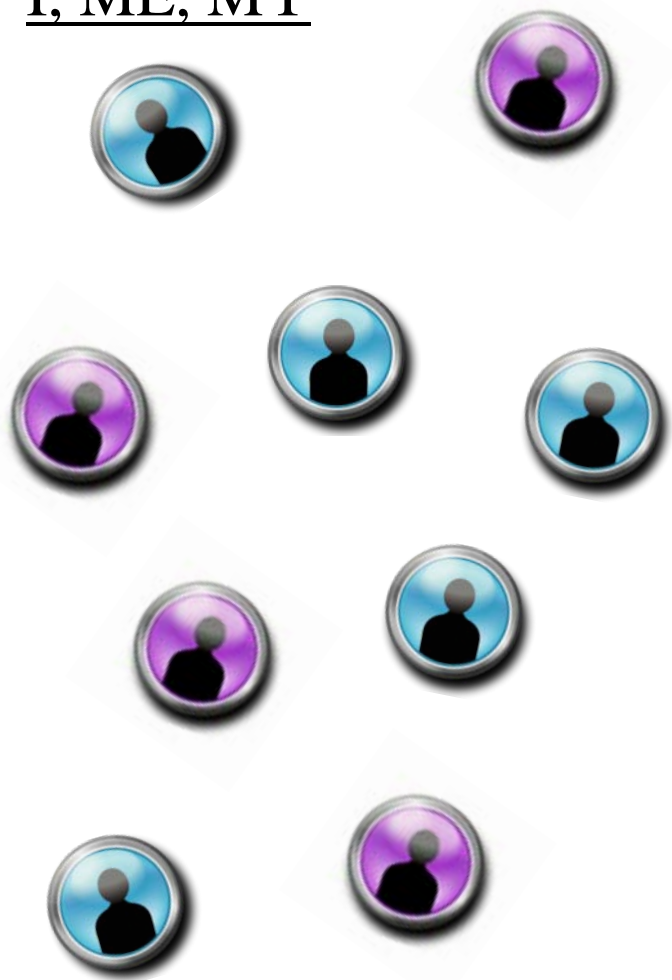


INDIVIDUALIST



COMMUNITARIAN

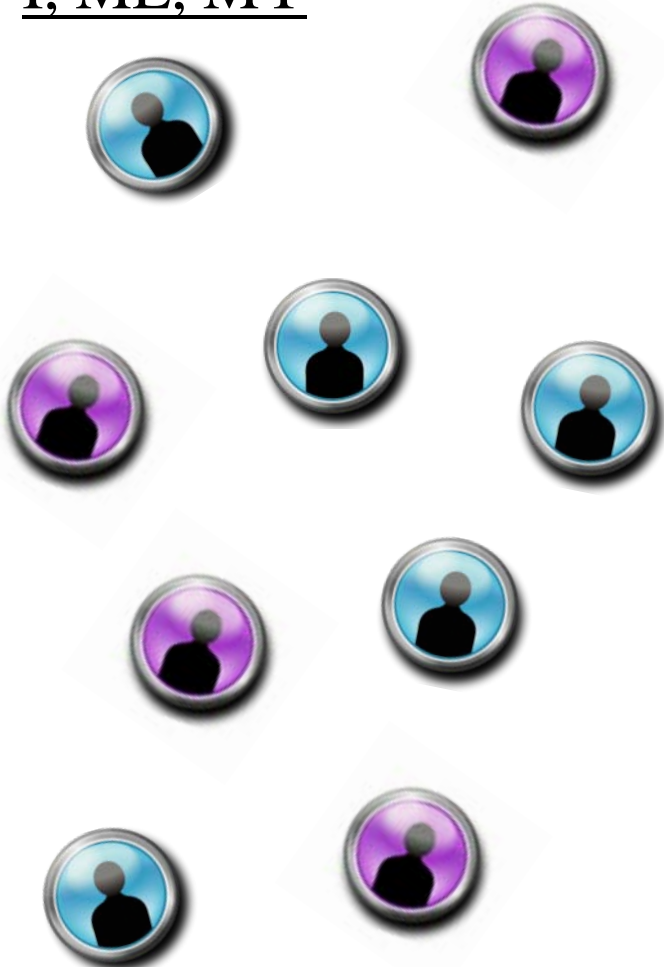
I, ME, MY



WE, US,
OUR

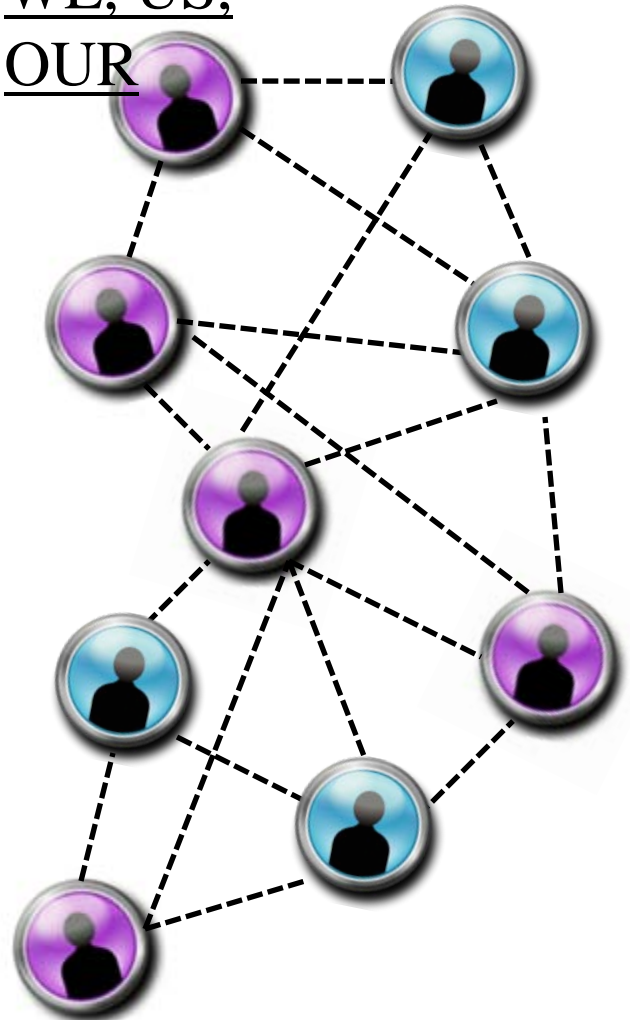


I, ME, MY



INDIVIDUALIST

WE, US,
OUR



COMMUNITARIAN

Repertoire

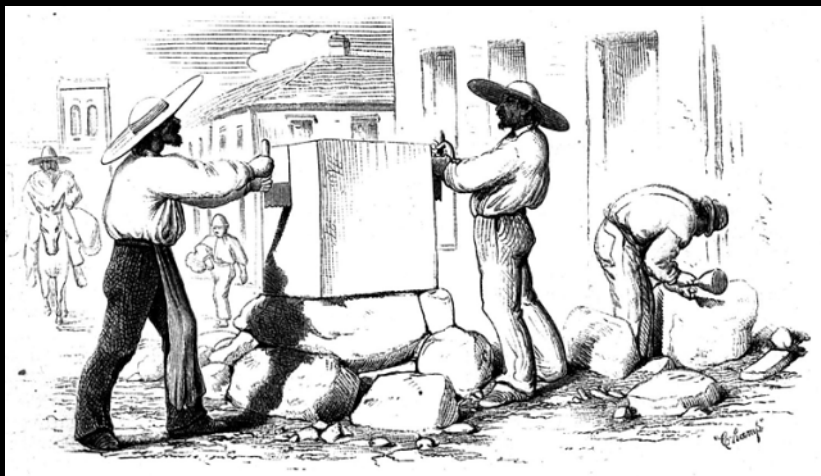




Participation - Reification



Imagination



Repertoire







CALVIN
College

395 Senior Seminar in Contemporary German Literature (3) S, even years.
Works by major German authors such as Böll, Becker, Bachmann, Lange, and Enzensberger are studied in relationship to major developments in post-war German culture and society. Themes discussed include the impact of technology on culture, materialism, existentialism, feminist and environmental concerns, the division of Germany and coming to terms with the Nazi past, all of which raise basic questions relevant to Christian identity and worldview.

Religious Reading

THE PLACE OF READING

IN THE PRACTICE OF RELIGION



Paul J. Griffiths

Repeated and ongoing
Patient and attentive
Reverential, humble
Charitable, Just
Open to moral demands
Communal, traditioned
Seeks transformation

