

COURSE SYLLABUS
Integration Seminar, OCE752, 3 hours
Reformed Theological Seminary, Virtual

Contact

RTS/Virtual, 2101 Carmel Road, Charlotte, NC 28226
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Aim

The Integrative Seminar is the capstone of the MA/Distance degree and a forum for the discussion of the thesis. The student has the opportunity to defend his thesis before peers and faculty. The thesis will be completed in accord with the criteria laid out in the aims of OCE751 and in response to the evaluation by peers and faculty. Additionally, an instructional design is presented for teaching in the church or community related to the thesis topic.

Resources

Heinich, Robert; Molenda, Michael; Russell, James, and Smaldino, Sharon. (2002). *Instructional media and technologies for learning*. (7th Edition) Upper Saddle River, NJ: Merrill. <http://cwx.prenhall.com/heinich/>

Agenda

Pre-Seminar

Draft of thesis is approved by faculty advisor and graded for OCE751 at least one month before date of seminar

Day One

Student presents 30-minute summary of thesis to seminar participants and via webconferencing with a PowerPoint series of ten slides or so
Student responds to 15-minute or so Q & A from faculty-reader

Day Two

Student presents revisions of thesis
Student presents 30-minute summary of instructional design for teaching material for the local church related to the thesis topic
Student responds to 15 minute Q & A from RTS/Virtual staff and others
Write short essay on some current event related to thesis topic
Personal advisement for career

Post-Seminar

Final revisions are made to written document and approved

Instructional Design for Thesis Topic

The instructional project for the Integration Seminar is to make a plan for doing the instructional design of an educational product or typical teaching series for the student's local church. A finished product is not necessary, just two or three paragraphs per step below on the plan to do this instructional design. Complete a simple PowerPoint series of ten slides or so for this exercise. The steps for instructional design and development are as follows:

1. Needs Assessment

What are the benefits to be sought for your learner? Find the gap between the ideal and the status quo. What is the "job" that your learner will choose you or your educational product to do? Surveys, interviews, records, etc. are sources of data for a needs assessment. You do not have to complete the study, but write a plan of how you might do the data collection and analysis and what you expect to find in your study.

2. Situation Analysis

This phase leads to knowing the features of the education needed for your learner to reach the learning outcomes and for your company to earn positive net revenue (income minus expenses)? What are the constraints and opportunities with your time, money, resources, people, etc.? What is revealed by a "SWOT analysis" of the setting (Strengths, Weaknesses, Opportunities, Threats)?

3. Team Organization

What are the roles and goals for each member of the team responsible for design, development and evaluation of education delivery? What professional skills and disciplines will be needed on the team for delivery? List abilities and interests necessary for project success. What is the character and competence needed to be observed for trust in each member of the team?

4. Objectives Specification

What will the learner know, feel and do upon completion of the instruction? How is this set of outcomes consistent with the Purpose, Vision, Mission and important Directions of the church?

5. Media and Software Selection

Given the above "front-end analysis", what are the recommended formats or medium/media for the project? Oral, text, ... and/or audio, video, animation, etc.?

6. Evaluation

What is the match of the objectives and needs to the learner outcomes observed by both internal and external reviewers? How would you set up formative and summative evaluation processes? How would your findings be recycled for future improvements in this example of Christian education?