

Integrative Learning for Collaborative Practice A (TMM2277)

Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To enable students to develop skills in study and critical reflection that is cross-disciplinary and holistic through the integrated study of a specific topic.
- To facilitate individual and corporate reflective practice by the students as they integrate their current learning with their own and other people's prior experience.
- To encourage deeper understanding of the challenges presented by the topic under consideration for Christian discipleship and mission and encourage the formulation of students' own coherent personal response.
- To encourage and facilitate collaborative learning practices through group learning and group project work, offering constructive and appropriate peer feedback.
- To encourage students to allow the topic to interrogate their past, present and future life and ministry in a theologically informed way.

Content:

Integrated study modules allow a specific topic to be studied from the perspective of various theological and other disciplines in a context of group learning. The primary focus is to help students develop cross-disciplinary skills in study and reflection while working as a team towards a group assessment. The choice of the specific topic lies with the training institution. It might be a major issue in society, Christian life, discipleship, mission or ministry, or a particular theological theme.

The topic will then be studied from at least three of the following theological perspectives: biblical studies, mission studies, pastoral theology, church history, ethics, systematics, liturgical studies, or ecclesiology. There will also be insights from at least one 'non-theological' discipline, such as psychology, philosophy, sociology, cultural studies, media studies. Depending on the topic, some of the input will be from "expert practitioners" as well as various academic subject specialists. Throughout the module there will be group activities to support and enhance the learning. The group will be expected to demonstrate the use of academic tools and methodologies appropriate to the disciplines and to reflect corporately and individually on the learning process. The following is an indicative list of topics that could be considered

- Sexual ethics
- Death and dying
- The Anglican Communion
- Christianity and world faiths
- Leadership and mission
- Church and community
- Ecumenism
- Liturgy and mission

Learning Outcomes:

By the end of this module students will be able to:

Subject Knowledge [SSK 3]

Give a critical and detailed account of the topic under discussion and the questions to which it gives rise, informed by several disciplines in theology, ministry and mission, and in relation to core aspects of Christian discipleship.

Subject Skills [SSS 3]

Apply cross-disciplinary skills to reflect critically on the topic under consideration in a way that demonstrates sensitivity to a variety of approaches and views, communicating their findings effectively.

Key Skills [KS 1, 2, 3, 4]

Work collaboratively with others to identify, gather, analyse and evaluate textual source materials for a range of purposes.

Demonstrate good reflective practice in critically evaluating different approaches, communicating effectively in a group setting.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Plan their own personal and professional development.

Modes of Teaching and Learning:

Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

- Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
- Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
- Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.
- Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.