

## Integrative Learning for Collaborative Practice A (TMM3317)

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Module Level: 6

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

**Aims:**

To enable students to further 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 develop a sophisticated understanding of the relationship between prior experience (both their own and those of others) and their own current learning and study.

To encourage critical and informed understanding of the challenges presented by the topic under consideration for Christian discipleship and mission and encourage the formulation of students' own coherent personal responses.

To encourage and facilitate collaborative learning practices through group learning and group project work, offering constructive and appropriate peer feedback.

To encourage students to make informed and complex connections with their past, present and future life and ministry in a theologically rigorous 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 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. Students will be expected to draw on their learning in other modules to give additional perspectives. 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 [BA SSK 3] [Graduate Cert / Dip SSK 1]**

Give a coherent, critical and detailed account of the topic under discussion informed by critical understanding of several disciplines in theology, ministry and mission, and in relation to core aspects of Christian discipleship.

**Subject Skills [BA SSS 3] [Graduate Cert / Dip SSS 1, 2]**

Extend and apply sophisticated skills in the methodologies of cross-disciplinary study, such that they are able to reflect theologically and critically on the topic under consideration

Communicate their findings with relevance, rigour, sensitivity and creativity, showing awareness of the problems of religious language, experience, and the limits of knowledge.

**Key Skills [BA / Grad Dip KS 1, 2, 3, 4] [Grad Cert KS 1, 2, 3]**

Identify, gather, analyse and critically evaluate textual source materials, including material from primary sources and scholarly research, and communicate their findings with clarity and fairness to both specialist and non-specialist audiences.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices, to both specialist and non-specialist audiences.

Take responsibility for a task that involves the exercise of initiative, independent inquiry, and the effective management of time, resources and use of IT; engaging with others in planning and decision-making; meeting deadlines; evaluating the task and learning from it.

Take responsibility for 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.

