



Teaching Practicum CEEF6211

New Orleans Baptist Theological Seminary

Christian Education Division

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to challenge the student to explore various teaching and learning principles, develop teaching plans, and conduct teaching presentations and evaluation. The course is designed to provide the student with opportunities to develop and enhance skills in accurately interpreting and clearly communicating the Bible in conformity with foundational principles of teaching and learning through educational ministry in the local church.

Core Value Focus

New Orleans Baptist Theological Seminary is guided by five core values: doctrinal integrity, spiritual vitality, mission focus, characteristic excellence, and servant leadership. The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. NOBTS has an emphasis on the core value "Characteristic Excellence" for the 2011-2012 school year; *Characteristic Excellence*: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership. This course will emphasize the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately.
2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

Course Description

This course involves the development and presentation of teaching plans by the members of the class as well as the video-recording and evaluation of presentations for the purpose of critical analysis of lesson content and objectives, teacher and student learning styles, audience-appropriate methods, and the teaching-learning outcomes. Prerequisite: CEEF6310 Teaching the Bible.

Learning Objectives

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of various teaching and learning principles with the Biblical model of instruction as exemplified by Jesus Himself to provide a foundation for the practice of Christian education in the church.
2. Value the use of various methodologies to teach the Bible in the local church ministry and value the role of the Holy Spirit in planning, development, and delivery of teaching plans.
3. Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1999. (ISBN: 978-0-8054-2015-9)

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004. (ISBN: 978-0-7814-5256-4)

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-080544856-6)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

Recommended Readings

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310-25966-4)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come*

Alive. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992. (ISBN: 987-1590524527)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998. (ISBN: 0-8054-1199-2)

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)

Course Teaching Methodology

Units of Study

The prerequisite to this course is *Teaching the Bible* CEEF6310. Therefore, the initial topics of study for this course will be a brief review of the teaching-learning process, teaching plan development, domains of learning, and writing learning objectives for the purpose of transitioning to selection of age-appropriate teaching methods, development of teaching plans, delivery of teaching plans and evaluation of delivery and teaching plans.

Teaching Method

This course will emphasize active learning, project-based learning, and interactive peer review with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student. Students will be responsible for class presentations and constructive feedback throughout the course.

Delivery Format

The course will be delivered online, semester-length format.

Assignments and Evaluation Criteria

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Teaching Method Articles/Website*: (9%) Due: **Week 13** (*insert due date*)

The student should locate and read an article or an educational website for **three** of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) teacher lecture, and (e) *method of student's choice*. The student will produce a **one-page handout for each of the three methods**. The handout should include:

- When using this teaching method – what is the role of the teacher, the role of the student, and what subject matter is “most appropriate”?
- What are the benefits of the teaching method?
- What are the limitations, dangers, and/or problems of the teaching method?
- Explain how teaching method is used in respect to each age level (preschool, children, youth and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

2. *Exegetical Paper*: (15%) Due: **Week 3** (*insert due date*)
 Students will write a **3 to 5-page historical-context or exegetical paper** on a passage of Scripture that they will develop into a lesson plan later in the semester. The paper should include information on the book of the Bible – its author, dating, purpose, major themes, etc. (*no more than a page of the paper content*) and specific explanation and implications of the selected passage. Students should consult **at least 4 scholarly sources** outside of the required textbooks to support the content of the paper. Students should use **section headings** in their papers and a set of sample headings appear below:
- ✓ *Bible Book Information*: Author, Dating, Purpose, Major Themes, etc.
 - ✓ *Text Observations*: What does the text say?, Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?
 - ✓ *Text Interpretation*: What was the intended meaning of the text to the original audience?
 - ✓ *Biblical Principle*: What is the timeless truth from the text?
 - ✓ *Life Application*: How does the text apply to a believer in Christ?, How does the text apply for a non-believer in Christ?
 - ✓ *Life Transformation*: Based on the biblical principle, what must a believer do or change? How should/could a non-believer respond to the biblical principle?
3. *Textbook Reading*: (6%) Due: **Week 5, Week 10, & Week 14** (*insert due dates*)
 Students will read the required texts by following the weekly reading schedule. Completion of reading on a weekly basis is intended to improve understanding of course content, enhance online discussion, and maintain course participation. The professors reserve the right to monitor reading through a variety of means, such as online quizzes and discussion forums. Students will be asked to indicate their reading percentage of the required text periodically throughout the course. ****Multiple textbook reading quizzes will be conducted.**

Affective Domain of Learning

4. *Bible Teaching Assessment*: (10%) Due: **Week 5** (*insert due date*)
 Students will create a Bible Teaching Assessment Tool for participants of a Bible study to assess a Bible teaching session. The questions on the teaching assessment tool should include at least four areas: (1) the lesson content & methods, (2) the teacher, (3) the students, and (4) the environment. Based upon the student's knowledge of the teaching-learning process, the Bible Teaching Assessment Tool should communicate his/her attitude and values regarding effective teaching and learning. *Tool **must be created by the student** and not be a reproduction of a pre-existing tool from another resource.
5. *Teaching Assessment Rationale*: (5%) Due: **Week 5** (*insert due date*)
 After the Bible Teaching Assessment is created, the student will write a **2 to 3-page** rationale providing support for the content areas and questions of the assessment tool.

Psychomotor Domain of Learning

6. *Teaching Idea and Lesson Aims*: (10%) Due: **Week 3** (*insert due date*)
 Students will submit a **one-page** paper with one teaching idea and three lesson aims (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture

researched in the exegetical paper. Students should review pp.133-47 of *Creative Bible Teaching* and use the format of the lesson aims provided on page 143 or the students should review pp. 168-71; 205-13; 229-31) of *Teaching that Transforms* and use the format of the lesson objectives on pages 291-93: Appendix E).

7. *Teaching Plan and Rationale Paper: (25%)* Due: **Week 4** (*insert due date*)
With the selected scriptural text of the exegetical paper, the student will write **a detailed lesson plan** to teach in a particular ministry setting. The lesson plan should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the HBLT teaching model presented in *Creative Bible Teaching* (pp.164-5) or the STAR Model Adult Lesson Plan (Appendix E, pp.291-3) in *Teaching that Transforms*. In addition to the detailed lesson plan, the student will be required to write **a rationale** for each area of the lesson plan. These following are the minimum requirements for the lesson plan and rationale:
- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults) or the STAR Model format (Appendix E) in *Teaching that Transforms*.
 - The rationale should be a minimum of 4 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
 - The usage of at least 4 sources other than the required textbooks must support the rationale paper content.
8. *Teaching Presentation: 10%* Due: **Assigned Date**
Each student will conduct **at least one** (possibly two) Bible teaching session(s) during the semester based on the number of students enrolled in the course. Since the Bible teaching sessions will occur beyond the online community, the teaching session must be recorded from start to finish, including room set-up. Also, the student must provide a copy of the Bible Teaching Assessment Tool (*created by the student earlier in the semester*) to each of the teaching session participants to complete after the teaching session has been conducted. The student will review the responses of the participants and write **two to three significant postings** of the teaching session including areas of teaching session strengths/weaknesses and potential improvements via Discussion Forum.
9. *Class Participation: (10%)* Due: **Weekly Peer Review**
Each student will be assigned a specific week during the semester to upload his or her Bible Teaching Session video. The professor will provide instruction for **uploading video via YouTube**. Each student will provide a copy of the Bible Teaching Assessment Tool (*created by the student earlier in the semester*) to classmates to complete after watching the teaching session video. In addition to completing the assessment tool, the classmates will participate in a Discussion Forum to provide constructive feedback about the teaching session.

Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

1. **Assignment Submission:** Assignments are due on the date and by the time indicated in the Course Requirements. Assignments not submitted *by the date and time* are considered *late* and will be penalized an *initial five points* and *one point per day thereafter*. An e-mail submission of an assignment to the professor (or teaching assistant) is a **not permitted**. All assignments should be uploaded to Blackboard **Assignments** folder. If you have technological difficulties uploading course assignments to the **Assignments** folder, please contact the IT department at blackboardhelpdesk@nobts.edu.
2. **Assignment Format:** All assignments are to be typed, double-spaced in 12-point font (Times New Roman preferred) with 1-inch margins unless otherwise indicated. In the folder **Paper Writing Resources**, you will find helpful information for writing papers. Each assignment should include a Turabian format cover page unless otherwise indicated. A Turabian style guide is available online at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>
3. **Netiquette:** Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment. **Course Participation:** Course *participation* is required on a weekly basis due to the nature of the course objectives. A *positive attitude* can enhance the learning experience. Therefore, for the purposes of this course, a *positive attitude* and *participation* are defined as productive and interactive engagement with the online community, both students and professor, through weekly discussion forums, teaching presentations, peer reviews, and assignment submission.
4. **Course Access:** Access to this online course will be terminated the last day of the semester. All assignments not submitted by the last day of the semester will be assigned a *zero grade*.

Course Evaluation

The professor will prescribe a grade based upon the student's satisfactorily completion of the following:

<i>Teaching Methods Article/Website</i>	9%
<i>Exegetical Paper</i>	15%
<i>Textbook Reading</i>	6%
<i>Bible Teaching Assessment</i>	10%
<i>Teaching Assessment Rationale</i>	5%
<i>Teaching Idea & 3 Lesson Aims</i>	10%
<i>Teaching Plan & Rationale Paper</i>	25%
<i>Teaching Presentation</i>	10%
<i>Class Participation</i>	10%

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

Course Schedule

*Tentative Course Session Schedule

Session	Topic	Assignments Due
Week 1	Course Introduction	Read Syllabus Review Assignment Rubrics Take Syllabus Quiz Ask Questions about Course Introduce Yourself <ul style="list-style-type: none"> • Create Blackboard Profile • Create Blog Entry • Send e-mail via Blackboard
Week 2	Overview of the Teaching and Learning Process from prerequisite course: <i>Teaching the Bible</i> CEEF6310	During Week 2, read <ul style="list-style-type: none"> • Chapters 1-3 from <i>Teaching for Results</i> • Chapters 6-8 from <i>Creative Bible Teaching</i> • Chapters 6-7 from <i>Teaching That Transforms</i>
Week 3	Overview of Scripture Exegesis from prerequisite course: <i>Teaching the Bible</i> CEEF6310	During Week 3, read <ul style="list-style-type: none"> • Chapters 1-5 from <i>Creative Bible Teaching</i> • Chapters 1-5 from <i>Teaching That Transforms</i> • Chapters 4-5 from <i>Teaching for Results</i> Submit Exegetical Paper by (insert DATE) Submit Teaching Idea/3 Lesson Aims (insert DATE)
Week 4	Overview of the Lesson Plan Development from prerequisite course: <i>Teaching the Bible</i> CEEF6310 <ul style="list-style-type: none"> • Hook-Book-Look-Took • Star Model 	During Week 4, read <ul style="list-style-type: none"> • Chapter 9-11 from <i>Creative Bible Teaching</i> • Chapters 8-13 from <i>Teaching that Transforms</i> • Chapters 7 and 10 from <i>Teaching for Results</i> Submit Teaching Plan (insert DATE) Submit Rationale for Teaching Plan (insert DATE)
Week 5	Teaching Evaluation and Teacher Improvement Plan	During Week 5, read <ul style="list-style-type: none"> • Chapters 13-14 and 19-20 from <i>Creative Bible Teaching</i> • Chapters 1-3 from <i>Creative Teaching Methods</i> • Chapters 6, 8, and 9 from <i>Teaching for Results</i> Submit Teaching Assessment Tool (insert DATE) Submit Teaching Assessment Rationale (insert DATE) Complete Reading Verification for Week 2, Week 3, and Week 4 (insert DATE)
Week 6	Video Teaching Presentations Peer Evaluations	Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 7	Video Teaching Presentations Peer Evaluations	During Week 7, read <ul style="list-style-type: none"> • Chapters 15-16 from <i>Creative Bible Teaching</i> Upload Teaching Session Video (insert Student)

Session	Topic	Assignments Due
		Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 8	Video Teaching Presentations Peer Evaluations	During Week 8, read <ul style="list-style-type: none"> • Chapters 17-18 from <i>Creative Bible Teaching</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 9	Video Teaching Presentations Peer Evaluations	During Week 9, read <ul style="list-style-type: none"> • Chapters 11-12 from <i>Teaching for Results</i> • Chapters 4-5 from <i>Creative Teaching Methods</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 10	Video Teaching Presentations Peer Evaluations	During Week 10, read <ul style="list-style-type: none"> • Chapters 13-14 from <i>Teaching for Results</i> • Chapters 6-7 from <i>Creative Teaching Methods</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student Complete Reading Verification for Week 5, Week 7, Week 8 and Week 9 (insert DATE)
Week 11	Video Teaching Presentations Peer Evaluations	During Week 11, read <ul style="list-style-type: none"> • Chapters 15-16 from <i>Teaching for Results</i> • Chapters 8-9 from <i>Creative Teaching Methods</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 12	Video Teaching Presentations Peer Evaluations	During Week 12, read <ul style="list-style-type: none"> • Chapters 17-18 from <i>Teaching for Results</i> • Chapters 10-11 from <i>Creative Teaching Methods</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 13	Video Teaching Presentations Peer Evaluations	Submit Teaching Methods Articles/Website (insert DATE) During Week 13, read <ul style="list-style-type: none"> • Chapters 12-14 from <i>Creative Teaching Methods</i> Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student
Week 14	Video Teaching Presentations Peer Evaluations	Upload Teaching Session Video (insert Student) Submit Peer Review of Video Teaching Session using Teaching Assessment Tool of Student Complete Reading Verification for Week 10, Week

Session	Topic	Assignments Due
		11, Week 12, and Week 13 (insert DATE)
Week 15	Course Evaluation	Complete Course Evaluations administered via Blackboard by NOBTS IT department

*The professor reserve the right to make changes to the schedule as needed.

**Students are responsible for all assigned readings. All readings may not be covered in course.

Selected Bibliography

Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.

Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.

Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.

Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.

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Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.

Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.

Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.

Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.

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Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.

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- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
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- Palmer, Earl, Roberta Hestenes, and Howard Hendricks. *Mastering Teaching*. Portland, OR: Multnomah Press, 1984.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001.
- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Schultz, Thom, and Joani Schultz. *The Dirt on Learning: Groundbreaking Tools to Grow Faith in Your Church*. Loveland, CO: Group Publishing, 1999.
- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- Taulman, James E. *Never Tell Anybody Anything You Can Get Them to Discover for Themselves*. Nashville, TN: Broadman Press, 1990.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
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