



**CEEF6211 Teaching Practicum (Internet)**  
**New Orleans Baptist Theological Seminary**  
**Division of Christian Education**  
**Spring 2017 Online**

David Odom, PhD Associate Professor of Student Ministry Director of Youth Ministry Institute	dodom@nobts.edu 504.816.8103 HSC 217
Ree Reinhardt, BSW, MDiv, ThM Teaching Assistant	yml@nobts.edu 504.816.8107
Missie Wiedman, MDiv Grader	odom.grader@gmail.com

**Mission Statement**

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.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *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**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Disciple Making, Interpersonal Skills, and Spiritual and Character Formation.

**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.

**Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:

Cognitive:

- Be able to apply your 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.

Affective:

- 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.

Psychomotor:

- Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

### **Required Texts**

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1999.

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004.

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998

### **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.

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3<sup>rd</sup> 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.

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

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998.

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

## Units of Study

The topics of study that will be covered in the course are as follows: the teaching-learning experience, learning domains, learning objectives, teaching methods, Bible teaching, and teaching evaluation and improvement.

## Teaching Method

This course will emphasize active learning, project-based learning, and interactive discussion with the goal of providing balanced instruction to engage the mind, the will and the emotion of the students. You will be responsible for producing teaching presentations and providing constructive feedback of teaching methods and lesson delivery of classmates.

## Delivery Format

The course will be delivered in an online 8-Week term format with 8 units.

## Assignments and Evaluation Criteria

You are expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

### 1. Teaching Methods Handouts: (10%)

**Due: February 12**

You 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) lecture, and/or (e) a *method of your choice*. You will create a **one-page handout for each of the three methods**. (You may create the handouts in **one** 3-page document)

Each handout should include:

- When using this teaching method – what is the role of the teacher, the role of the student, and what subject matter or content 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 the 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.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. You will also upload teaching method handouts to Blackboard for the entire class to view and critique via **Blackboard Discussion Board**. *This assignment is related to the Cognitive Student Learning Outcome.*

### 2. Textbook Reading (15%)

**Due: Weekly**

You will read the required texts by following the weekly reading schedule. Completion of reading each week is intended to improve understanding of course content and enhance online discussion participation. You will be asked to indicate your reading percentage of the required text at the end of the term. **Textbook Reading Verification will be conducted via Blackboard at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcomes.*

### 3. Teaching Evaluation Tool Rationale (10%)

**Due: February 19**

You will read and review the Teaching Evaluation Tool found on Blackboard. You will write a **2 to 3-page rationale** providing support for the content and questions of the assessment tool. *This assignment is related to the Affective Student Learning Outcomes.*

#### **4. Blackboard Discussion Board (15%)**

**See Course Schedule for Due Dates**

You will be presented with questions pertaining to learning units in which you will have to respond and interact with your classmates. The questions appear on the **Blackboard Discussion Board**. You are expected to reflect on the reading and presentations in each unit. In order to get credit for involvement in the Blackboard Discussion, you must post **at least one substantive response to the specific unit questions**. A substantive response should be concise and may include, but not limited to the following: a reflection or personal example on a concept from readings, a different perspective on a topic, a quote or link from another source that relates to the topic, an experience you had in a ministry that relates to the topic. *This assignment is related to the Psychomotor Student Learning Outcomes.*

#### **5. Teaching Presentations & Assessment (50%)**

**Due February 26 and March 12**

You will conduct **TWO** Bible teaching sessions during the course. The Bible teaching sessions will occur outside of the online environment and **MUST BE RECORDED**, from start to finish, including room set-up, organization of supplies, rehearsal of media technology, etc. Also, you must provide a copy of the Bible Teaching Assessment Tool to various participants in the Bible teaching session to complete after the teaching session has been conducted. **A minimum of 5 participants is required**, but preferably all participants have an opportunity to provide feedback. You will review the participant feedback on the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

**\*\* Begin working on scheduling your teaching sessions immediately \*\***

Teaching Presentations & Assessment Checklist:

- ✓ Bible Teaching Presentation completed and recorded.
- ✓ Participants completed the Bible Teaching Assessment Tool for the teaching session.
- ✓ You reviewed all the participant responses and wrote a reflection paper about strengths and weaknesses of the session and possible improvements.
- ✓ You posted video of teaching session to Discussion Board on assigned date.
- ✓ You uploaded reflection paper about the teaching session.

Each teaching presentation, participant assessment, and reflection paper counts for 25% of the course grade. The course requires you to complete **this process twice** to account for 50% of the course grade. You will be evaluated by the professor using both the Teaching Evaluation Tool and the Rubric for Grading a Summative Project found in this syllabus. *This assignment is related to the Psychomotor Student Learning Outcome.*

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. You will need to create a YouTube account and upload the video.

#### **Instructions for Uploading Video to Blackboard**

The new version of Blackboard requires the following instructions to upload video

Click "Record from Webcam" button.

A new window should pop up.

Select "Browse" at the top of the new window.

Another new window will pop up and ask you to grant access to your YouTube site.

Select "Grant access."

You will now see your uploaded videos in the window.

Click "insert" on your Bible Teaching Video.

Click "Thumbnail" - Please use the thumbnail option. This option will open a new window instead of playing the video in Blackboard.

Select "Insert."

You should now see your video thumbnail in the content area.

**\* Additional instructions for uploading video can be found on our Blackboard page**

***NOTE: PREREQUISITE FOR TAKING THIS COURSE: CEEF6310 Teaching the Bible***

Three assignments for the course CEEF6310 Teaching the Bible were (1) an exegetical paper, (2) a teaching idea & lesson aims, and (3) a teaching plan & rationale paper. **You may utilize these assignments to complete the teaching presentation assignment.**

A description of these three assignments appear below:

1. *Exegetical Paper*

You will write 5-page historical-context or exegetical paper on a passage of Scripture that you 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. You should consult at least 5 scholarly sources outside of the required textbooks to support the content of the paper. You should use section headings in your 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 biblical truth from the text?
- *Life Application:* How does the biblical truth of the text apply to a believer in Christ? How does the biblical truth of the text apply to a non-believer in Christ?
- *Life Transformation:* Based on the timeless biblical truth, what must a believer do or change? How should or could a non-believer respond to the biblical truth of the text?

2. *Teaching Idea and Lesson Aims*

You 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. You may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) **or** you may use The Transformational Bible Study format provided in *Teaching that Transforms* (p.161) by completing items #7 (main point of passage), #8 (list of principles/biblical truths), & #9 (action of obedience).

3. *Teaching Plan*

With the selected Scriptural text of the exegetical paper, you will write **a detailed lesson plan** to teach in a particular ministry setting. Lesson plans 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* **or** the **Star Model Adult Lesson Plan – Appendix E** in *Teaching that Transforms*. In addition to the detailed lesson plan, you will be required to write **a rationale** for each area of the lesson plans. 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).

- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
- The usage of at least 8 sources other than the required textbooks to support rationale paper content. Appropriate sources are scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

### **Evaluation of Grade**

The student's grade will be computed as follows:

Teaching Methods Handouts	10%
Textbook Reading	15%
Bible Teaching Assessment Rationale	10%
Blackboard Discussion Board	15%
TWO Teaching Preparations & TWO Papers	50% (each presentation & paper is 25%)

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCsupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

### **Absences**

In the online format, attendance is assessed through completed assignments for each unit: Blackboard discussion , Unit Quiz completion during the assigned period of time, and assignment submission by the due date.

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Professor's Policy on Late Assignments**

Assignments are due on the date indicated in the "Assignments and Evaluation Criteria" section of the syllabus. Assignments not submitted via Blackboard by the assigned date are considered late and will incur **an initial 10-point penalty and accumulate a one-point penalty for each additional day**. No assignments will be accepted more than two weeks after the original due date. **If all course assignments are not received by the final unit, a grade of zero is automatically earned for the missing assignments.** Assignments should **not** be e-mailed to the professor.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided using the grading rubric located in the student's Blackboard Grade Book. The student will find comments in

the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### **Style and Formatting**

All assignments are to be created in Turabian format. All assignments are to be typed, double-spaced with a 12-point Times New Roman font, with 1-inch margins. Include your name, date of submission, and the assignment title on the cover page. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

### **Grading Scale**

Each student's final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

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

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. This is the official NOBTS Writing Center help site for writing academic papers and essays: [www.nobts.edu/writing/](http://www.nobts.edu/writing/)

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources. And the YMI resource page ([www.youthministryinstitute.org](http://www.youthministryinstitute.org)) has several helpful links, including a video to help you create page numbers in Microsoft Word.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current graduate online catalog: [http://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](http://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf)

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00pm) on the Wednesday prior to commencement exercises.

### **Special Needs**

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

### **Revision of the Syllabus**

The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notification via Blackboard.

### **Withdrawal from the Course**

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

### **Hurricane/Severe Weather Evacuation**

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

### **Mandatory Evacuation**

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called, everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

### **NOBTS Emergency Text Messaging Service**

Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

### **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.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.

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.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3<sup>rd</sup> ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- 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.
- Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.
- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.
- Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)
- \_\_\_\_\_. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.
- Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciplers*. Nashville, TN: Broadman & Holman, 2007.
- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

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

\*\*You are responsible for all assigned readings. All readings may not be covered in class.

## Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800.662.8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS

**RUBRIC FOR GRADING A SUMMATIVE PROJECT  
IN THE COURSE CEEF6211: Teaching Practicum**

**Student Learning Outcomes:**

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

1. Be able to apply your 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.

**Assignment Description:**

You will conduct a Bible teaching session during the course. The Bible teaching sessions conducted in class or **MUST BE RECORDED**, from start to finish, including room set-up, organization of supplies, rehearsal of media technology, etc. Also, you must provide a copy of the Bible Teaching Evaluation Tool to various participants in the Bible teaching session to complete after the teaching session has been conducted. **A minimum of 5 participants is required**, but preferably all participants have an opportunity to provide feedback. You will review the participant feedback on the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

DOMAIN	LEVEL	Inadequate (1 PT)	BASIC (2PTS)	COMPETENT (3 PTS)	GOOD (4 PTS)	EXCELLENT (5 PTS)
<b>UNDERSTANDING</b>	Able to understand various teaching and learning principles with the biblical model of instruction to provide a foundation for the practice of Christian education.					
<b>APPLICATION</b>	Able to develop, implement, and evaluate biblical teaching for the practice of Christian education.					
<b>COMMUNICATION</b>	Able to communicate various methodologies used to teach the value the role of the Holy Spirit in planning, development, and delivery of teaching plans.					

Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_ Format: \_\_\_\_\_

*Notes and Comments:*

# CEE6211 Teaching Practicum

## Course Schedule – January 23-March 17

Teaching Units	Course Topics	Assignments Due
<p>Course begins on January 23, 2016</p> <p><b>Unit 1: Introduction January 23 - 29</b></p> <p><b>Due: January 29 by 11:58pm</b></p>	<p>Course introduction; Syllabus</p> <p>Learning Experiences</p> <p>Review of Learning Theory</p> <p>Learner Motivation</p>	<ol style="list-style-type: none"> <li>1. Review Course <b>Syllabus</b></li> <li>2. Read <b>Unit 1</b> content on Blackboard</li> <li>3. Complete <b>Discussion Board Course Introduction</b></li> <li>4. Complete <b>Discussion Board 1</b></li> <li>5. Read <b>Chapters 6-7</b> from <i>Teaching that Transforms</i></li> <li>6. Read <b>Chapters 6-7 &amp; 14-15</b> from <i>Creative Bible Teaching</i></li> </ol>
<p><b>Unit 2 Jan. 30 – Feb. 5</b></p> <p><b>Due: Feb. 5 by 11:58pm</b></p>	<p>Review of Learning Objectives</p> <p>Instructional Learning Theory</p> <p>Review of Teaching Methods</p> <p>Teaching Evaluation and Teacher Skill Improvement</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 2</b> content on Blackboard</li> <li>2. Read <b>Chapters 8, 11, 13, 19, &amp; 20</b> from <i>Creative Bible Teaching</i></li> <li>3. Read <b>Appendix G</b> from <i>Teaching that Transforms</i></li> <li>4. Read <b>Chapters 1-3, and pp.233-237</b> from <i>Teaching for Results</i></li> <li>5. Read <b>Chapters 1-3</b> from <i>Creative Teaching Methods</i></li> <li>6. Complete <b>Discussion Board 2</b></li> </ol>
<p><b>Unit 3 Feb. 6 – 12</b></p> <p><b>Due: Feb. 12 by 11:58pm</b></p>	<p>Review of Lesson Aims</p> <p>Drama: A Teaching Method</p> <p>Bible Teaching Evaluation</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 3</b> content on Blackboard</li> <li>2. Read <b>Chapters 4-6</b> from <i>Teaching for Results</i></li> <li>3. Read <b>Chapter 4-5</b> from <i>Creative Teaching Methods</i></li> <li>4. Complete <b>Discussion Board 3</b></li> <li>5. Submit <b>Teaching Methods Handouts</b> to Blackboard for grading by professor and to Discussion Board for peer review</li> </ol>
<p><b>Unit 4 Feb. 13 – 19</b></p> <p><b>Due: Feb. 19 by 11:58pm</b></p>	<p>Making the Bible Lesson Personal</p> <p>The Focus of the Lesson Plan</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 4</b> content on Blackboard</li> <li>2. Read <b>Chapters 7-10</b> from <i>Teaching for Results</i></li> <li>3. Read <b>Chapter 6-7</b> from <i>Creative Teaching Methods</i></li> <li>4. Complete <b>Discussion Board 4</b></li> <li>5. Submit <b>Teaching Evaluation Tool Rationale</b> on Blackboard</li> </ol>
<p><b>Unit 5 Feb. 20 – 26</b></p> <p><b>Due: Feb. 26 by 11:58pm</b></p>	<p>Teaching for Knowledge Aim</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 5</b> content on Blackboard</li> <li>2. Read <b>Chapters 11-13</b> from <i>Teaching for Results</i>.</li> <li>3. Read <b>Chapters 8</b> from <i>Creative Teaching Methods</i>.</li> <li>4. Upload <b>Video of Bible Teaching Session 1</b> to the <b>Discussion Board 5</b> for peer review and professor grading.</li> <li>5. Upload completed <b>Bible Teaching Evaluations</b> (by participants) to Blackboard</li> </ol>

Teaching Units	Course Topics	Assignments Due
<p><b>Unit 6</b> <b>Feb. 27 – Mar. 5</b></p> <p><b>Due: Mar. 5</b> <b>by 11:58pm</b></p>	<p>Using Discussion to Teach</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 6</b> content on Blackboard</li> <li>2. Read <b>Chapter 14-15</b> from <i>Teaching for Results</i>.</li> <li>3. Read <b>Chapter 9-10</b> from <i>Creative Teaching Methods</i>.</li> <li>4. <b>ALL</b> students should view the videos of their classmates on Discussion Board 5. Self-examination is an important skill for teachers, but so is peer-analysis. After viewing <b>each</b> teaching video, provide your classmate with a critical analysis of the effectiveness or ineffectiveness of the teaching session. Be specific – teacher preparedness, method usage, learner engagement, etc. Post a critical analysis for <b>each</b> teaching session. Use the Bible Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the <b>Discussion Board 5</b>.</li> </ol>
<p><b>Unit 7</b> <b>Mar. 6 – 12</b></p> <p><b>Due: Mar. 12</b> <b>by 11:58pm</b></p>	<p>Peer Analysis of Teaching</p> <p>Using Creative Writing to</p> <p>Teach the Bible</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 7</b> content on Blackboard</li> <li>2. Read <b>Chapter 16</b> from <i>Teaching for Results</i></li> <li>3. Read <b>Chapter 11</b> from <i>Creative Teaching Methods</i></li> <li>4. Upload <b>Video of Bible Teaching Session 2</b> to the <b>Discussion Board 6</b> for peer review and professor grading</li> <li>5. Upload completed <b>Bible Teaching Evaluations</b> (by participants) to Blackboard</li> </ol>
<p><b>Unit 8</b> <b>Mar. 13 – 17</b></p> <p><b>Due: March 17</b> <b>by 11:58pm</b></p>	<p>Improving as a Teacher and</p> <p>Peer Analysis of Teaching</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 8</b> content on Blackboard</li> <li>2. Read <b>Chapter 17</b> from <i>Teaching for Results</i>.</li> <li>3. Read <b>Chapter 12</b> from <i>Creative Teaching Methods</i>.</li> <li>4. <b>ALL</b> students should view the videos of their classmates on Discussion Board 6. Use the Bible Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the <b>Discussion Board 6</b>.</li> <li>5. Complete <b>Reading Verification</b> via Blackboard</li> </ol>