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 introduce students to the historical and modern theories of education and the teaching-learning process. Knowledge learned and skills acquired in this class should prepare students to analyze and evaluate contemporary methods, programs and curriculum used in local churches.

Core Value Focus
Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.
Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.
Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
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.
Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.
Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is Doctrinal Integrity.

Curriculum Competencies Addressed
This course will address the following curriculum competencies:

1. Theological and historical perspective: Students will juxtapose historical and modern educational theories with biblical principles and contemporary educational practices.
2. Disciple making: Students will consider and apply principles of teaching and learning to the Bible teaching and Christian education ministries of local congregations.

3. Spiritual and character formation: Students will reflect how their own spiritual journey has been influenced by the theories and principles introduced in this course.

**Course Description**

The purpose of this course is to engage students in a comprehensive examination of educational psychology. Special attention is devoted to concepts which describe principles of teaching, theories of learning, motivational psychology, and instructional objectives. The study provides for an analysis of representative expressions of the teaching-learning transaction as they focus on the ministry of Christian education.

**Learning Objectives**

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

1. Know and understand the basic theories of educational psychology and processes of teaching and learning.

2. Prioritize educational psychology in academic and ministry practice.

3. Present the applications of educational psychology for Bible study curriculum used in a church or the Christian Education program of a congregation.

**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**


**Optional Texts**


## Course Teaching Methodology

### Units of Study

**UNIT 1: Educational Psychology and the Christian Teacher**

*This introductory unit begins with principles of spiritual teaching as found in the Discipler’s Model and relates these principles to the field of educational psychology. Then various ways of knowing are compared with the basis for educational psychology, which is scientific knowing.*

1. The Discipler’s Model
2. Knowing, Science and the Christian Teacher

**UNIT 2: Educational Psychology and Learners**

*Unit Two contains four chapters which focus on the learner, the center of the teaching process: Erickson’s theory of personality development, Piaget’s theory of cognitive development, and Kohlberg’s theory of moral reasoning development.*

3. How We Develop as Persons: Erik Erikson
4. How We Develop as Thinkers: Jean Piaget and Lev Vygotsky
5. How We Develop as Moral Decision Makers: Lawrence Kohlberg Development

**UNIT 3: Educational Psychology and Learning**

*Unit Three contains five chapters which focus on three major learning theory systems: the behavioral, the cognitive, and the humanistic. The sixth chapter of the unit emphasizes the importance of using a dynamic synergism of the learning systems in Christian teaching. The final chapter presents instructional taxonomies, levels of learning as well as instructional objectives, which provide relevant targets by which to design and evaluate our teaching.*

6. Traditional Behavioral Learning: B.F. Skinner
7. Social Behavioral Learning: Albert Bandura
8. Cognitive Learning 1: Jerome Bruner
10. Humanistic Learning Theory: Abraham Maslow and Carl Rogers
12. Instructional Taxonomies: Setting up Targets for Teaching

**UNIT 4: Educational Psychology and Motivation**

*Unit Four contains three chapters which focus on motivation, classroom climate and testing. This unit highlights essentials for freeing learners to ask, explore, question and discuss, as well as common practices which kill the incentive to learn.*

13. Provoking the Desire to Learn
14. The Teacher and Classroom Climate
15. Measurement as Motivation: Evaluation of Learning

**UNIT 5: Educational Psychology and the Brain**

*Unit five consists of a single chapter – in this unit we analyze the revolution in brain science and discuss how to apply the concepts into classroom practice.*
16. Mind over Matter: Teaching Brains by Teaching People

**Teaching Method.** Students will discover and engage using a variety of methods as presented in the course content. Students should expect to read and research, participate in class discussion, make presentations, and reflect on their own cognitive, affective, and spiritual development.

**Delivery Method.** This class will be presented as an on campus class meeting once a week.

**Assignments and Evaluation Criteria**

**Examinations**

**Two regular examinations** will be given during the semester. Examinations consist of multiple choice, true-false, and matching items. The best way to study for the exams is to attend class regularly, take well-organized notes, write down unfamiliar words and concepts from reading or class for further study, and bring questions to class. It is important to understand 'why' as much as 'what.' Use the stated examination objectives presented the first day of class to guide your preparation. Little emphasis is given to rote learning, simple definitions, dates, or other minutia. You will not be required to memorize lists of facts. Course objectives, study questions and review sessions will help prepare you for the exams. The test (may) will be given through Blackboard.

**Written Assignments**

**Questions and Answers.**

Students should read the chapters assigned in *Created to Learn* before each class period. Discussion questions at the conclusion of each chapter will enhance the learning process and preparation for examinations. Students should read each question and formulate answers either formally or in notations. Select and answer one question from each chapter for discussion on Blackboard Forum. Students are expected to answer the “question of the week” and respond to postings from at least two other students. Doing these assignments will prepare you for class discussion and lecture. All posted responses and written work should reflect clarity of thought, reflection, and professionalism. Develop complete answers, yet write efficiently and to the point. Avoid wordiness.

**Biographies and Theories.**

Students will be expected to write two papers, five pages in length using primary and secondary sources. Students will be prepared to share the information in a 15 minute presentation during the class. Each paper will include:

1. A brief biography of the selected theorist (1 page.)
2. An outline of primary ideas attributed to or evident in the theorist’s writings (2 Pgs.)
3. Implications for, or application in Christian Education (2 pages.)
4. A short quote that has significance for Christian Leaders or Educators.

The subject of the first paper can be chosen from one of the following developmental theorists: Erik Erikson, Personality Development; Jean Piaget, Cognitive Development; Lev Vygotsky, Cognitive Development; or Lawrence Kohlberg, Moral Reasoning Development
The second paper is to be written about one of the learning theorists mentioned in the primary text. Assignments will be made to members of the class based on choice and interest.

**Final Project.** Each student will analyze and report the developmental and educational theories underlying a selected Christian Education or discipleship curriculum. Students should identify age group characteristics, teaching methodologies, behavioral, cognitive or humanistic approaches to teaching and learning. The report should be 8-10 pages in length and follow writing assignment guidelines.

**Course Policies**

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

**Assignment Submission**

All assignments are to be submitted on the due date. Late assignments will incur an initial 10-point penalty and accumulate a one-point penalty for each additional day. If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments.

**Assignment Format**

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be attached with a Turabian format cover page that includes name, date of submission and assignment title. 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.

**Absences**

Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 3-hour course is nine classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

**Classroom and On-line Decorum**

Classroom participation is required for every class session due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a positive attitude and participation are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected to:

- Come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- Dress appropriately and in accordance with the NOBTS Student Handbook (i.e., no ball caps or flip-flops).
- Turn off cell phones and not to accept any phone calls during class.
• Use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

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.

Academic Honesty Policy
All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

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

Grading
Exam 1 (Ch 1-6)  100pts  15%
Exam 2 (Ch 7-10)  100pts  15%
Papers and Presentations  30%
   Developmental Theorist (100pts)
   Learning Theorist (100pts)
Discussion Boards  10%
Final Project  25%
Class Participation  5%
Total  100%

Course Schedule
Session  Date  Topic
1  TBA  Course Introduction;
   Chapter 1: The Discipler’s Model
2  TBA  Chapter 2: Introduction to Scientific Knowing
3  TBA  Chapter 3: Develop as Persons: Erik Erikson
4  TBA  Chapter 4: Chapter 4: Develop as Thinkers: Jean Piaget
5  TBA  Chapter 5: Develop as Moral Decision Makers: Lawrence Kohlberg.
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<th>TBA</th>
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<td>TBA</td>
<td>Chapter 6: Traditional Behavioral Learning: B.F. Skinner</td>
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<td>7</td>
<td>TBA</td>
<td>Chapter 7: Social Behavioral Learning: Albert Bandura</td>
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<td>TBA</td>
<td>Chapter 8: Cognitive Learning 1: Jerome Bruner</td>
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<td>9</td>
<td>TBA</td>
<td>Chapter 9 Cognitive Learning 2: Information Processing Theory</td>
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<td>Chapter 10 Humanistic Learning Theory: Maslow and Rogers</td>
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<td>Instructional Taxonomies</td>
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<td>16</td>
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<td>Final Project Due</td>
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**Selected Bibliography**


