



# Educational Psychology CEEF 9402

## New Orleans Baptist Theological Seminary

### Christian Education Division

**William R. Yount**  
Visiting Professor CE  
WYount@aol.com  
RYount@nobts.edu  
Cell: (817) 938-1303

**Fall 2016**

---

*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.*

---

### **Purpose of the Course and Core Value Focus**

The purpose of this seminar is to support theological education for Ph.D. students in issues related to the Teaching Ministry of the Church. The course will emphasize the seminary's current core value focus: ***Characteristic Excellence***.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders within the local church.
2. *Servant Leadership*: Determine how the local church leaders can serve one another while still providing the appropriate leadership required for the local church at large.
3. *Spiritual and Character Formation*: As a leadership team intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

### **Course Description**

The purpose of this seminar is to engage students in a focused examination of educational psychology. Special attention is devoted to recent discoveries in neuroscience that support specific theories of learning, motivation, and principles of teaching. The study synthesizes the recent revolution in brain science and various biblical exhortations to “set your minds on things above” (Col 3:2) as they inform the teaching ministry of local churches.

### **Learning Objectives**

Students will demonstrate . . .

1. . . . understanding of the correspondence between *discoveries in brain science* and *biblical exhortations to focus on God and His Word* by doing such things as . . .

- . . . explaining the essential elements of spiritual teaching and learning depicted in Yount's Disciplers' Model and Christian Teachers' Triad,
  - . . . analyzing recent perspectives on "mental attention and its resulting physiological changes in the brain,"
  - . . . analyzing issues regarding human development (as learners), learning theory, and motivational theory," and
  - . . . synthesizing research papers and presentations in human development, the nature of learning, and provoking changes in knowledge, understanding, affect, and action.
2. . . . appreciation for providing intentional, consistent, and on-going educational opportunities for life-long spiritual formation by willingly "taking captive" principles of educational psychology for use in the teaching ministries of local churches.
  3. . . . skill in research, analysis, and synthesis by proficient writing and presentation in the area of neuroscience and Christian education.

### **Course Teaching Methodology**

This course will utilize directed readings, conversational lecture, group discussion, and creative presentation to secure accomplishment of course objectives.

### **Required Texts**

Arden, John B. *Rewire Your Brain: Think Your Way to a Better Life*. Hoboken, New Jersey: John Wiley and Sons. 2010. 256 pages. ISBN: 978-0470487297

Doidge, Norman. *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Viking Penguin. 2007. 427 pages. ISBN: 978-0143113102

Schwartz, Jeffrey M. and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force* [paper]. New York: Regan Books. 2003. 432 pages. ISBN: 978-0060988470

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2<sup>nd</sup> ed. Nashville: Broadman & Holman, 2010. 644 pages. ISBN: 978-0805447279

These textbooks will be used in preparation for each of the three on-campus sessions. Secure the four texts and begin reading them in this suggested order: Yount Chapter 16, Schwartz, Arden, and Doidge. **Assignments** are described below.

### **Assignments and Evaluation Criteria**

#### **Assignment Formatting**

- Use Turabian format for formal papers.

- Write papers in passive voice (“Articles were read” vs. “I read articles”).
- Use double space lines and 12 point Times New Roman font
- Revise formal papers to insure correct spelling, proper grammar, and pagination
- Staple assignments (*no report covers please*)
- Post on Blackboard for class. Provide a hard copy of your written work for the professor for on-campus assignments

### **Required Assignments Summary**

- Personal Introductions - **Due on Blackboard Sep 1**
- Session One Assignments - **Due: Sep 23**
- Session Two Assignments - **Due: Nov 4**
- Session Three Assignments - **Due: Dec 2**
- Reflection Paper - **Due: Dec 20**

#### ***Personal Introduction***

After you sign in to the Blackboard site, introduce yourself by adding a personal thread on the “Discussion Board” named *Personal Introductions*. Guidelines will be found in the Discussion Board.

#### ***Session One Assignment: Sep 23-24***

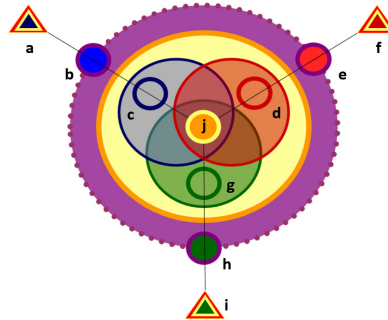
1. Carefully read Yount, chapter 16, “Mind Over Matter: Teaching Brains by Teaching People,” to frame the connection between the neuroscience revolution (1990-2005) and Christian Education. List key discoveries (2-3 pages) as you move through the chapter.
2. Answer the following questions in writing:
  - A. Describe the research findings from studies with pianists (531), taxi drivers, and violinists (532).
  - B. Explain Schwartz’ treatment for OCD. How does his process compare or contrast with regular worship (Bible study, prayer, or ministry)?
  - C. How has regular worship (Bible study, prayer, ministry) changed your thinking? How do experiences in these activities confirm or refute the suggestions made in this chapter on neuroplasticity?
  - D. Yount shared an experience in which God spoke dramatically to him Mind to mind. Have you ever had such an experience? What did you learn?
3. Read Arden, Doidge, and Schwartz. Write a 2-3 page summary of discoveries for each text. Emphasize personal discoveries that connect with your teaching ministry.

#### ***Session Two: Nov 4-5***

1. Carefully read Yount, Chapter 11, “The Christian Teachers’ Triad.”

2. Answer the following questions in writing.

- A. Define the following elements of the Triad: thinking, feeling, doing, prophet, priest, king, explainer, friend, coach, intellectualism, superficiality, exhaustion, Christ. Label the following diagram with each of these labels (match labels with letters).



- B. Analyze the material on Jesus as Prophet, Priest, and King (344-352), and then describe ways you function as “prophet, priest, and king” in your ministry role.

C. Complete Discussion Question 1 (368).

3. You will be assigned a learning theory and associated motivation theory during Session One. Prepare a research paper (8-10 pages) explaining learning and motivation according to these assigned theories. Describe connections between neuroscience (Arden, Doidge, Schwartz) and your assigned theories.

### **Session 3: Dec 2-3**

1. Carefully read Yount, Chapter 1, “The Disciplers’ Model.”
2. Answer the following questions in writing.

- A. Define the elements Right Foundation Stone, Left Foundation Stone, Left Pillar, Right Pillar, Center Pillar, Capstone, and Circle. Label the following diagram with these elements.



- B. Define the tension between the two Foundation Stones. Define the tension between Left and Right Pillars. One which side of the Model would you place yourself? Why?

3. Study your assigned theorist (Erikson, Piaget, or Kohlberg) in Yount Chapters 3, 4, or 5. Prepare a research paper (8-10 pages) explaining human development (personality, cognitive development, moral reasoning development). Describe connections between neuroscience (Arden, Doidge, Schwartz) and your assigned theorist. Conclude your paper with implications for Christian Education programs in local churches.

### ***Post Seminar Reflection – Due Saturday 12/17/2014***

Write a reflective paper on the semester's discoveries. What new concepts have been created? What concepts have changed? How have your attitudes toward educational psychology, Christian Education, and teaching ministry changed? What will you do differently as a result of your study in this seminar?

*Warning: This is NOT an invitation to string together various shallow thoughts off the top of your head about how the course made you feel. It is a reflective paper. Think analysis, synthesis, and evaluation. Strip away shallow experiences and connect new understandings, attitudes, and ministry actions to course emphases.*

### **Late Assignments**

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are expected on the due date as indicated in the Course Schedule. Late assignments will not be accepted; no exceptions. **No grades of incomplete will be issued for this course.**

### **Instructions for enrolling in NOBTS Blackboard**

(Note: you must be on a computer with Internet access and be connected to the Internet to access NOBTS – Blackboard.)

**Step 1:** Open your web browser to the seminary home page at <http://www.nobts.edu>

**Step 2:** Click on the **Blackboard** tab.

**Step 3:** When the new page opens, log in on your account. Proceed to Step 6.

If you do not have an account, choose the **Create Account** button on the left.

**Step 4:** Enter in your information. (Note: Fields with a red asterisk are required fields). When finished entering your information, click **Submit**.

**Step 5:** When the next page loads, confirming your registration, click **OK**.

*(Note: You only need to create one account on NOBTS Blackboard. You do not need a new account for each class.)*

**Step 6:** Your personal NOBTS – Blackboard home page will appear. Click on the **Courses** tab at the top of the page to enroll in a class.

**Step 7:** Click on **Browse Catalog Section**, then click on **NOBTS Main Campus and Extension Center**. Click on **Doctoral**. Click on **Research Doctoral**.

**Step 8:** Look for **Educational Psychology CEEF9402**. Click on the **Enroll** button on the right hand side of the screen.

**Step 9:** Click **Submit**.

**Step 10:** Click **OK** when the confirmation page appears.

## Bibliography

Alexander, Patricia A. *Psychology in Learning and Instruction*. Upper Saddle River, New Jersey: Pearson Education, 2006

\*Bruner, Jerome S. *Beyond the Information Given: Studies in the Psychology of Knowing*. New York: Norton, 1973.

\*\_\_\_\_\_. *Toward a Theory of Instruction*. Cambridge, Mass.: Belknap Press of Harvard University, 1971.

\*Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.

\*\_\_\_\_\_. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston: Allyn and Bacon, 1979.

Eggen, Paul and Don Kauchak. *Educational Psychology: Windows on Classrooms*, 7<sup>th</sup> ed. Columbus: Pearson Education, Inc., 2007

\*Erikson, Erik, Joan M. Erikson, and Helen Q. Kivnick. *Vital Involvement in Old Age: The Experience of Old Age in Our Time*. New York: W. W. Norton and Company, 1986

\*\_\_\_\_\_ and Joan M. Erikson, *The Life Cycle Completed, Extended Version*. New York: W. W. Norton & Company, 1997

\*Köhler, Wolfgang. *Dynamics in Psychology*. New York: Grove Press, 1960.

\*\_\_\_\_\_. *Gestalt Psychology: An Introduction to New Concepts in Modern Psychology*. New York: Liveright Pub. Corp., 1947.

\*\_\_\_\_\_. *The Task of Gestalt Psychology*. Princeton, N.J.: Princeton University Press, 1969.

\*Lewin, Kurt. *The Complete Social Scientist: A Kurt Lewin Reader*. Washington, DC: American Psychological Association, 1999.

\*Maslow, Abraham H. *Dominance, Self-esteem, Self-actualization: Germinal Papers of A. H. Maslow*. Richard J. Lowry, ed. Monterey, Calif.: Brooks/Cole Pub. Co., 1973.

\*\_\_\_\_\_. *Motivation and Personality*. New York: Harper & Row, 1987.

Ormrod, Jeanne Ellis. *Educational Psychology: Developing Learners*, 5<sup>th</sup> ed. Columbus: Pearson Education, Inc., 2006

Pintrich, Paul R. and Dale H. Schunk. *Motivation in Education: Theory, Research, and Applications*. Upper Saddle River, NJ: Merrill, 2002.

- \*Rogers, Carl R. *Carl Rogers on Personal Power*. New York: Dell, 1977.
- \*\_\_\_\_\_. *Freedom to Learn: A View of What education Might Become*. Columbus, Ohio: C.E. Merrill Pub. Co., 1969.
- Schunk, Dale H. *Learning Theories: An Educational Perspective*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall, 2004.
- Schwartz, Jeffrey M., M. D., and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force*. New York: HarperCollins Publishers, 2003
- \*Skinner, B. F. *About Behaviorism*. New York: Vintage Books, 1976.
- \*\_\_\_\_\_. *Beyond Freedom and Dignity*. New York: Knopf, 1971.
- Snowman, Jack, Rick McCown, and Robert F. Biehler, *Psychology Applied to Teaching*, 12th ed. Boston: Houghton Mifflin Company, 2009
- \*Thorndike, Edward L. *Educational Psychology*. New York: The Science Press, 1903.
- \*\_\_\_\_\_. *The Fundamentals of Learning*. New York: AMS Press, 1971.
- \*Watson, John B. *The Ways of Behaviorism*. London: Harper & Brothers, 1928.
- \*Wertheimer, Max. *Productive Thinking*. New York: Harper, 1959.
- Woolfolk, Anita. *Educational Psychology*, 9<sup>th</sup> ed. Boston: Pearson Education, Inc., 2004
- \*Wundt, Wilhelm. *Lectures on Human and Animal Psychology*. London: S. Sonnenschein & Co., 1907.

---

\*Primary sources