



## **CEEF6311 Teaching Practicum (Mentoring)**

New Orleans Baptist Theological Seminary

Church Ministry Division

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### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **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**

Upon completion of the course, the student will be able to:

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

### **Required Textbooks**

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

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.

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

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.

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

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.

### **Course Methodology**

This course is being offered in a mentored teaching format. Course content from the professor is available online each week via Canvas. Weekly meetings with your mentor will constitute your class time.

### **Embedded Assignment**

This course has been identified as a core course and therefore an embedded assignment exists for this course. See assignment #7 below.

### **Course Requirements**

All assignments must be submitted electronically on Canvas. Unless otherwise noted, all assignments are due before midnight on the due date.

#### **1. Textbook Reading (10%)**

Students 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 classroom 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 Canvas at the end of the semester.**

#### **2. Mentor Documents and Meeting Reports (15%)**

Students will engage in a mentoring relationship at a local church under the supervision of an approved mentor for a minimum of 14 hours. Mentorship hours may not include worship, Bible study, and age-group weekly meetings. Students must submit the Mentor Agreement and Mentor Training Verification forms as PDF to the Mentoring Office ([mentoring@nobts.edu](mailto:mentoring@nobts.edu)).

You will meet with your mentor each week for approximately one hour to discuss personal and ministry progress in the area of bible teaching. Discussion questions for the mentor meetings will be provided for each unit on Canvas. You will submit a **Mentor Meeting Report every two weeks** (a total of 7 reports must be submitted). The completed report will be submitted and uploaded through Canvas before midnight on Sunday. This report should be a ½ page of

reflection based on your mentor meetings, course content, and teaching experiences.

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

Students will create three teaching methods handouts suitable for distribution to volunteers in a church setting. Students will 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 (one of your three)*. 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:

- 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”?
- Benefits of the teaching method?
- 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.
- Bibliographic reference to source material.
- Creative use of images and color to spark interest in the reader

Upload the Teaching Methods Handouts using the assignment link on Canvas for professor grading. Students should review the sample Teaching Methods Handout provided on Canvas for assistance with this assignment.

### 4. Micro Teach #1 Lesson Plan (15%)

Students will write an original bible study lesson plan created by the student. Students must write the bible study lesson plan on either 1 Samuel 16 or Acts 9. The micro-teach lesson must consist of the Hook, Book, Look, Took elements:

- a. an opening activity (Hook)
- b. reading the scripture passage (Book)
- c. one learning method/activity (Look)
- d. a closing activity (Took)

The lesson plan should be **2 to 3-pages** in length and designed for a teaching time of 10-15 minutes. This lesson plan is a skills demonstration, not a normal 45-60 minute bible study lesson. See the sample Lesson Plan on Canvas for assistance with this assignment.

### 5. Micro Teach #1 (20%)

Students will conduct a micro-teach (10-15 minutes) of the lesson plan from Assignment 4. **This is a skills demonstration, not a normal 45-60 minute bible study lesson.** Possible teaching contexts include: Sunday School class, home group, etc. \*\* Don't lecture for 10-15 minutes – this is teaching practicum, not preaching practicum \*\*

**Your mentor must either attend the teaching session in person or view a video recording.**

Your mentor must complete the **Teaching Evaluation Tool (page 9 of this syllabus)** as an assessment of your teaching. **A minimum of 5 participants is required during the session.**

Micro teach sessions can be taught by the student at any point during the semester, but each must be submitted by the due date. **\*\* Begin working on scheduling your teaching sessions immediately \*\***

### 6. Micro Teach Reflection Paper #1 (5%)

Students will review the mentor feedback and write a **2 to 3-page reflection** of the micro-teaching session including areas of strengths/weaknesses and possible improvements.

#### **7. EMBEDDED ASSIGNMENT: Micro Teach #2 (20%)**

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage and the session **MUST BE VIDEO RECORDED**, from start to finish. Follow the same guidelines for Micro Teach #1. **For this assignment, students must submit both the lesson plan and the video recording. Students must submit the video file or a link to the video file (Google Drive, OneDrive, etc.) or a link to the uploaded video (YouTube, Vimeo, etc.) on Canvas in the assignment link. As before, your mentor must either attend the teaching session in person or view the video recording.** Your mentor must complete the Teaching Evaluation Tool as an assessment of your teaching. **A minimum of 5 participants is required.** This assignment is an embedded assignment that will be completed by all students for all sections of this course. **\*\*Begin working on scheduling your teaching sessions immediately \*\***

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. Canvas has a file size limit and some videos exceed this limit. Therefore, students are encouraged to upload the recorded video to a video sharing website such as YouTube or Vimeo or upload the video file to a cloud storage service such as Google Drive or Microsoft One Drive. You will need to create a YouTube account and upload the video. When uploading your video to YouTube, select “unlisted” in the options. Do not choose “public” or “private.” Unlisted videos on YouTube can not be found in a search and therefore remain private.

#### **8. Micro Teach Reflection Paper #2 (5%)**

**Due: May 10**

Students will review the mentor feedback and write a **2 to 3-page reflection** of the teaching session including areas of strengths/weaknesses and possible improvements.

#### **Evaluation of Grade**

The student's grade will be computed as follows:

Textbook Reading	10%
Classroom Participation	15%
Teaching Methods Handouts	10%
Micro Teach #1 Lesson Plan	15%
Micro Teach 1 & Reflection #1	25%
Micro Teach 2 & Reflection #2	<u>25%</u>
Total	100%

#### **Attendance Policy**

Students are expected to engage regularly with course content through the learning management system and other course delivery methods. Students who fail to participate consistently in course activities may receive a grade of “F” for the course.

#### **Technical Assistance**

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

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) or [My.nobts.edu](http://My.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)

2. [Canvas@nobts.edu](mailto:Canvas@nobts.edu) - Email for technical questions/support requests with the NOBTS Canvas Learning Management System (Faculty/Students/Staff) [Canvas.NOBTS.edu](https://www.nobts.edu).
3. [Bluejeanshelpdesk@nobts.edu](mailto:Bluejeanshelpdesk@nobts.edu) - Email for technical questions/support requests with the Bluejeans & NOBTS Bluejeans classrooms (On and Off-Campus)
4. [TelephoneHelpDesk@nobts.edu](mailto:TelephoneHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS On-Campus Phone system.
5. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for technical questions/support requests in the Flex classrooms and for general technical questions/support requests. If you are not sure who to contact, use this email address!
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time)
7. [www.NOBTS.edu/itc/](https://www.nobts.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Course Policies**

Students are responsible for completing all reading assignments.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

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

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 5 points penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Canvas. Do not send files as attachments via email to the professor.

### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### **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. A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

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.

### **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.

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

## **Policy for Graduating Seniors**

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

## **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.



# CEE6311 TEACHING PRACTICUM

## TEACHING EVALUATION TOOL (MENTOR)

Student Teacher Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Professor Name \_\_\_\_\_

### Application

/30

**1. USING LEARNING METHODOLOGY (ACTIVITIES) –**  
How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?  
Comments: \_\_\_\_\_

/30

**2. USING APPROPRIATE LEARNING AIDS –**  
Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?  
Comments: \_\_\_\_\_

/5

**3. PLANNING FOR A PERSONAL APPLICATION –**  
Was there a definite approach to application of the lesson to life? How could the application been more purposeful?  
Comments: \_\_\_\_\_

/5

**4. PLANNING FOR FOLLOW-THROUGH –**  
Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?  
Comments: \_\_\_\_\_

/5

**5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –**  
Were the aims and objectives achieved?  
Comments: \_\_\_\_\_

### Communication

**6. PRESENTING THE LEARNING AIMS AND LEARNING OBJECTIVES –**

To what extent were you aware of the lesson aim or learning objectives? Would you consider these appropriate for this particular subject?

/5

**7. CREATING THE LEARNING SITUATION –**

How effective was the teacher in gaining attention: Was the transition from the attention pacer (Hook) to the lesson content smooth and purposeful?  
Comments: \_\_\_\_\_

/5

**8. TRANSITIONS AND TIME MANAGEMENT –**

How did the presenter move from one teaching segment to the next? Was adequate and appropriate amount of time allowed for each activity? Did not exceed or waste the overall teaching time.  
Comments: \_\_\_\_\_

/5

**9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –**

Did you consider the equipment, room, teaching materials appropriately arranged?  
Comments: \_\_\_\_\_

/5

**10. PERSONAL CHARACTERISTICS –**

Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?  
Comments: \_\_\_\_\_

/5

~~Please put a score in each box. Any additional comments can be made on the back~~

# CEEF6311 Teaching Practicum

## Course Schedule

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

Date	Course Topics	Assignments
Unit 1: Introduction		
<b>Course begins on Aug. 14</b>  <b>Introduction Aug. 14-27</b>	Course introduction; Syllabus  Learning Experiences  Review of Learning Theory	<b>Due Aug. 27 before 11:59pm</b>  Review Course <b>Syllabus</b>  Read <b>Unit 1</b> content on Canvas  Read <b>Chapters 1-3</b> from <i>Creative Bible Teaching</i>  <b>Submit Mentor Agreement and Mentor Training Verification forms as pdf's to the Mentoring Office (mentoring@nobts.edu)</b>
Unit 2: Learning Objectives		
<b>Aug. 28-Sept. 10</b>	Review of Learning Objectives Instructional Learning Theory Learner Motivation Micro Teach Lesson Template	<b>Due Sept. 10 before 11:59pm</b>  Read <b>Unit 2</b> content on Canvas  Read <b>Chapters 4-9</b> from <i>Creative Bible Teaching</i>  <b>Submit Mentor Meeting Report #1</b>
Unit 3: Teaching Methods		
<b>Sept. 11-24</b>	Review of Teaching Methods	<b>Due Sept. 24 before 11:59pm</b>  Read <b>Unit 3</b> content on Canvas  Read <b>Chapter 1-3</b> from <i>Creative Teaching Methods</i>  <b>Submit Teaching Methods Handouts to Canvas</b>  <b>Submit Mentor Meeting Report #2</b>

Date	Course Topics	Assignments
Unit 4: Drama & Role Play		
Sept. 25-Oct. 1	Drama & Role Play: A Teaching Method	
Oct. 2-8	Fall Break	<p><b>Due Oct. 8 before 11:59pm</b></p> <p>Read <b>Unit 4</b> content on Canvas</p> <p>Read <b>Chapters 4-5</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach #1 Lesson Plan</b></p> <p><b>Submit Mentor Meeting Report #3</b></p>
Unit 5: Teaching with Games & Stories		
Oct. 9-22	Teaching with Games & Stories	<p><b>Due Oct. 22 before 11:59pm</b></p> <p>Read <b>Unit 5</b> content on Canvas</p> <p>Read <b>Chapter 7-8</b> from <i>Creative Teaching Methods</i></p> <p><b>Conduct Micro Teach #1</b> (Mentor watches student teach live or recorded on video)</p> <p><b>Submit Mentor Meeting Report #4</b></p>
Unit 6: Teaching with Discussion & Case Study		
Oct. 23-Nov. 5	Teaching with Discussion & Case Study	<p><b>Due Nov. 5 before 11:59pm</b></p> <p>Read <b>Unit 6</b> content on Canvas</p> <p>Read <b>Chapters 9-10</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach Reflection #1</b></p> <p><b>Submit Mentor Meeting Report #5</b></p>

Date	Course Topics	Assignments
Unit 7: Teaching with Music & Art		
Nov. 6-19	Teaching with Music & Art	<p><b>Due Nov. 19 before 11:59pm</b></p> <p>Read <b>Unit 7</b> content on Canvas</p> <p>Read <b>Chapter 11</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach #2 Lesson Plan</b></p> <p><b>Submit link to Video Recording of Micro Teach #2 on Canvas</b></p> <p>(Mentor watches student teach live or recorded on video)</p> <p><b>Submit Mentor Meeting Report #6</b></p>
Nov. 20-26	Thanksgiving Break	
Unit 8: Common Practices of Great Teachers		
Nov. 27-Dec. 6	Common Practices of Great Teachers	<p><b>Due Wednesday, Dec. 6 before 11:59pm</b></p> <p>Read <b>Unit 8</b> content on Canvas</p> <p>Read <b>Chapters 12-13</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach Reflection #2</b></p> <p><b>Submit Mentor Meeting Report #7</b></p> <p><b>Submit Reading Verification Report</b></p>