



CEEF6211 Teaching Practicum
New Orleans Baptist Theological Seminary
Church Ministry Division
Spring 2022
Tuesday 2:00-3:50pm (NOLA2U Flex)

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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:

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.

Textbooks

Required Texts (2)

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*. 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.

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 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.

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

The course will be on campus in the classroom and also available as NOLA2U Flex.

Course Requirements

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

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through **[assignment by professor]** after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

1. Textbook Reading (15%)

Due: Weekly

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 Blackboard by May 10.** *This assignment is related to the Cognitive Student Learning Outcomes.*

2. Classroom Participation (15%)

Weekly

You will be presented with questions pertaining to learning units in which you will have to respond and interact with the professor and your classmates. 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 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.*

3. Teaching Methods Handouts: (10%)

Due: February 22

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.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. *This assignment is related to the Cognitive Student Learning Outcome.*

4. Micro Teach #1 (20%)

Due March 29

Students will conduct a micro-teach (10-15 minutes) of a biblical passage in class. This is a skills demonstration, not a normal 45-60 minute bible study lesson. The lesson plan must be an original plan created by the student. The micro-teach lesson must consist of:

- a. an opening activity
- b. reading the scripture passage
- c. one learning method/activity
- d. a closing activity.

**** Don't lecture for 10-15 minutes – this is teaching practicum, not preaching practicum ****
Submit your lesson plan on Blackboard in the assignment link. *This assignment is related to the Psychomotor Student Learning Outcome*

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

Due April 5

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

6. Teaching Evaluation Tool Rationale (10%)

Due: April 12

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support (3 sources/textbooks) for the content and questions of the assessment tool. The document should contain ten paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcomes.*

7. Micro Teach #2 (20%)

Due: April 26

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage outside of class. Follow the same guidelines for Micro Teach #1. **For this assignment students must submit both the lesson plan and video recording on Blackboard Discussion Board.** Possible teaching context include: Sunday School class, home group, or seminary classroom. The lesson plan must be an original plan created by the student. The teaching session must occur outside of the regular classroom and **MUST BE RECORDED**, from start to finish. **The teaching time must involve a minimum of 10 minutes. A minimum of 5 participants is required.** *This assignment is related to the Psychomotor Student Learning Outcome.*

**** Don't lecture for 10-15 minutes – this is teaching practicum, not preaching practicum ****

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

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. 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.

7. Micro Teach Reflection Paper #2 (5%)

Due: May 10

Students will review the peer feedback of 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.

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

You may use one of the lesson plans for your Bible Teaching session.

Evaluation of Grade

The student's grade will be computed as follows:

Teaching Methods Handouts	10%
Textbook Reading	15%
Teaching Evaluation Tool Rationale	10%

Classroom Participation	15%
Micro Teach 1 & Evaluation	25%
Micro Teach 2 & Evaluation	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.

Course Policies

Students are responsible for completing all reading assignments.

Please arrive on time.

Turn off or silence mobile phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

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 10 percent 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 Blackboard. Do not send files as attachments via email 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 through 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

A copy of the approved NOBTS Style Guide can be found in the course Blackboard 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”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian helps and guidelines.

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook http://www.nobts.edu/_resources/pdf/studentervices/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Grading Scale

Each students 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

Extra Credit

The policy for extra credit in this course is students can submit an additional Journal Article Review for extra credit. The extra journal article review will not substitute or replace any course assignment. The extra credit assignment is worth up to three points on the final grade.

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

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.

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

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.

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, 3rd 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.

CEEF6211 TEACHING PRACTICUM

TEACHING EVALUATION TOOL (INSTRUCTOR)

Student Teacher Name _____ Date ___/___/___ Professor Name _____

Application

Communication

- /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: _____

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~~

CEEF6211 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		
1/18	Course introduction; Syllabus	Review Course Syllabus
1/25	Learning Experiences	
Unit 2: Learning Objectives		
2/1	Review of Learning Objectives Instructional Learning Theory	Read Chapters 1-3, 6 from <i>Creative Bible Teaching</i>
2/8	Learner Motivation Micro Teach Lesson Template	Read Chapters 7-8 from <i>Creative Bible Teaching</i>
Unit 3: Teaching Methods		
2/15	Review of Teaching Methods Drama & Role Play	Read Chapters 9 from <i>Creative Bible Teaching</i> Read Chapter 1-5 from <i>Creative Teaching Methods</i>
2/22	Teaching with Games & Stories Review Teaching Evaluation Tool	Read Chapter 7-8 from <i>Creative Teaching Methods</i> Submit Teaching Methods Handouts to Blackboard
3/1	Mardi Gras (no class)	
3/8	Teaching with Discussion & Case Study Teaching with Music & Art	Read Chapters 9-10; 12-13 from <i>Creative Teaching Methods</i> Submit Micro Teach #1 Lesson Plan to Blackboard
3/15	Spring Break (no class)	
3/22	The Focus of the Lesson Plan	Read Chapters 10-11 from <i>Creative Bible Teaching</i>

Date	Course Topics	Assignments
Unit 4: Teaching the Class		
3/29	Micro Teach #1 (in class teaching session 1)	Micro Teach #1
4/5	Common Practices of Great Teachers	Read Chapters 13 from <i>Creative Bible Teaching</i> Submit Micro Teach #1 Reflection Paper
4/12	Motivating the Learner Evaluating the Results	Read Chapters 14; 19-20 from <i>Creative Bible Teaching</i> Submit Teaching Evaluation Tool Rationale on Blackboard
Unit 5: Teaching a Small Group		
4/19	Library Day (no class)	
4/26	Library Day (no class)	Submit Video of Micro Teach #2 and lesson plan to Blackboard Discussion Board
5/3	Library Day (no class)	Submit Peer Review of Micro Teach #2
5/10	Library Day (no class)	Submit Micro Teach #2 Reflection Paper Submit Reading Report on Blackboard