New Orleans Baptist Theological Seminary and Leavell College prepare servants to follow Christ, proclaim His truth and Fulfill his mission.

NOBTS Core Values and 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 2020-21 academic year the Core Value is **Mission Focus**.

**Course Description**

This course guides students to understand learning theory, comprehend curriculum design principles, and apply advanced teaching practices. Students will be expected to write lesson plans, evaluate curriculum and articulate a curriculum mapping strategy. Students will be expected to examine and apply advanced pedagogical and andragogical practices.
Student Learning Outcomes
By the completion of the course, each student will be able to demonstrate...
1. Knowledge and understanding of principles of learning by explaining each Level of Learning in the Taxonomies of Bloom, Krathwohl, and Simpson.
2. The ability to evaluate curriculum critically by assessing standardized curriculum for content and construction using an assessment rubric.
3. The ability to write appropriate instructional objectives by including knowledge, understanding, and behavioral outcomes in lesson plans and curriculum.
4. The ability to assess learning by selecting appropriate assessment procedures to evaluate targeted outcomes.

Required Textbooks


Supplemental text may be included at a later date.

Recommended Textbooks


Course Requirements
All papers should be double-spaced and formatted according to current edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

Prior to Seminar
1. Curriculum Assessment and Report. Review and report the curriculum currently used in the Bible teaching or discipleship program for your church or ministry. Complete this assignment prior to reading any textbooks. An assessment should consider the following questions. What is the foundational philosophy or strategy? What criteria are used to select the curriculum? Who is responsible for
choosing the curriculum? How does the curriculum support the church and/or denomination? The report should not be limited to these questions but include information pertinent to the seminar. **Due: August 31, 2020**

2. **Learning Style Inventories.** Complete prior to the seminar. Take all learning style inventories posted in Blackboard. Write a 1-page report of your inventory results. Bring your report to the seminar and be prepared to discuss your results. **Due: Sept 8, 2020**

3. **Read these Assigned Texts in their entirety. (Before start of the seminar.)**
   - Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation.*

4. **Read Designated Portions of these Assigned Texts. (May be completed after the seminar.)**
   - Yount, William. *Created to Learn: A Christian Teacher’s Introduction to Educational Psychology.*

5. **Respond to Textbook Questions.** Answer selected questions from selected chapters in the texts. (Complete list posted in Blackboard) Respond to each question with a brief paragraph (3-5 sentences). **Due: Oct 15, 2020**

**During the Seminar**

6. **Writing Instructional Objectives.** Students will develop appropriate instructional objectives corresponding to the desired outcomes of a teaching experience or professional project. Objectives will be written as part of the seminar and in consultation with the professor.

7. **Learning Activities.** Students will choose or create learning activities appropriate for achieving the learning outcomes identified in their instructional objectives. Activities will be suggested and modeled during the seminar.

8. **Prescribing Assessments.** Students will select or develop assessments appropriate for measuring the learning outcomes identified by their instructional objectives. Assessment development will be discussed during the seminar, and included in the final assignment.

9. **Curriculum Evaluation and Mapping.** Students will present and discuss the curriculum currently used in their church or ministry context. Assessment tools
will be employed to evaluate curriculum. Principles for curriculum mapping will be presented and applied.

**Following the Seminar**

10. Developing a Teaching Unit or Equipping Module. Students will synthesize a complete teaching unit/equipping module (“curriculum plan”) related to a teaching endeavor or professional project, including Purpose, Rationale, Instructional Objectives, Learning Activities and Assessments. The teaching unit/equipping module will include the content (explanations, questions, and discussions) necessary to lead learners to achieve the objectives.

**Due: November 15, 2020**

**Grading**

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<tr>
<th>Component</th>
<th>Weight</th>
<th>Description</th>
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<tbody>
<tr>
<td>Personal Learning Style Assessments</td>
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<tr>
<td>Curriculum Assessment Report</td>
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<td>(pre-seminar assignment)</td>
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<td>Seminar Involvement/Achievement</td>
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Selected Bibliography


Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.


