



ANSWERING GOD'S CALL

Educational Psychology CEEF 9402

New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division

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HSC 217

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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 for 2018-2019: *Doctrinal Integrity*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders, lay leaders, and members within the local church.
2. *Servant Leadership*: Determine ways to equip the saints for works of service within the local church, community, and world-wide missions and ministry.
3. *Spiritual and Character Formation*: Apply course material in self-reflection as a means toward "grow[ing] 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, 2nd 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 (2018)

- **Personal Introductions - Due on Blackboard Sep 1**
- **Session One Assignment – Due: Sep 7**
- **Session Two Assignments - Due: Oct 5**
- **Session Three Assignments - Due: Nov 2**
- **Session Four Assignments - Due: Dec 7**
- **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. **Due Sep 1.**

Session One Assignment: Sep 7

Session One is Introductory, providing a discipling context for our study of Educational Psychology. The three sessions that follow (**Oct 5, Nov 2, and Dec 7**) will focus respectively on Developmental Theory (how we become persons), Learning Theory (how persons learn), and the Neuroscientific Revolution of the 1990s.

The assignment for Session One provides a broad-based, ministerial, spiritual (trans)formation perspective for our study of Educational Psychology. That assignment, a review for those of you who took CEEF 9301 last fall, delves into The Disciplers’ Model.

1. Carefully read the following:

Foreword, ix-x (Dr. Norma Hedin, Provost, Dallas Baptist University)
Preface to the Second Edition, xi-xvii
Chapter 1, “The Disciplers’ Model.”

2. **Answer the following questions** for submission in writing on **Sep 7.**

- A. What encouragement do you find in the testimony of Dr. Hedin regarding Educational Psychology? She is now the chief academic officer at Dallas Baptist University, Dallas, Texas. How do you think her understanding of “mechanisms governing human growth and learning” will help her lead this major Baptist university?
- B. Yount spends a lot of time in his *Preface to the Second Edition* sharing his many trips to the former Soviet Union to teach Educational Psychology and Principles of Teaching. What connection do you see between these trips and the textbook. Between these trips and our seminar this fall?
- C. Define the elements of the Disciplers’ Model: Right Foundation Stone, Left Foundation Stone, Left Pillar, Right Pillar, Center Pillar, Capstone, and Circle. Label the following diagram with these elements.



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

Give some attention to the chart on page 29, which displays the connections between elements of the Model and major areas of Educational Psychology. When you begin to lose your Christian Education focus among the secularists, return to the Disciplers’ Model for direction.

- E. For those of you who have used the Disciplers’ Model in your education ministry, describe how it has helped you maintain balance among the various aspects of personal and communal spiritual (trans)formation. For those of you studying the Model for the first time, what do you find in this Model that would help your teachers and leaders better “equip the saints”? How do you think it will help you?

Session Two Assignment: Oct 5

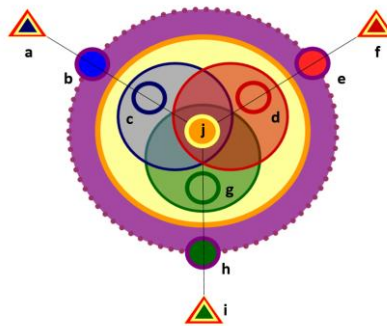
1. **Read Chapters 3, 4, and 5** in *Created to Learn*. Write a **2-3 page evaluation** of the appropriateness of each chapter for Christian Education.
2. Study your assigned theorist (Erikson, Piaget, or Kohlberg) and prepare a **research paper (8-10 pages)** explaining human development (personality, cognitive development, or moral reasoning development). Conclude your paper with

implications for Christian Education programs in local churches.

3. Prepare a **ten-minute PowerPoint presentation** emphasizing key ideas of your theorist for your particular ministry area (childhood education, youth education, adult education, counseling, pastoral).

Session Three Assignment: Nov 2

1. **Read chapters** concerning Learning Theory -- **6, 7, 8, 9, and 10** -- in *Created to Learn*. Write a **1-2 page evaluation** of the appropriateness of each chapter for Christian Education. Which theory do you find most appropriate? Least appropriate? Explain why.
2. **Read Chapter 11**, "The Christian Teachers' Triad." Yount's Triad provides a meta-theory of learning that subsumes the three major systems of learning – behavioristic, cognitive, and humanistic – into a single, unified model of teaching. Christ is the Internal Teacher at the center (Col 1:27), and human teachers are external guides, protecting learners from the toxic extremes of intellectualism, superficiality, and burn-out.
3. **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).

4. Study your assigned learning theory. Prepare a **research paper (8-10 pages)** explaining learning according to your assigned theories. Conclude your paper with implications for Christian Education programs in local churches.
5. Prepare a **ten-minute PowerPoint presentation** emphasizing key ideas of your learning theory for your particular ministry area (childhood education, youth education, adult education, counseling, pastoral).

Session Four Assignment: Dec 7

1. **Read chapter 16**, “Mind Over Matter: Teaching Brains by Teaching People,” to frame the connection between the neuroscience revolution (1990-2005) and Christian Education. Write a **2-3 page summary** of key discoveries from 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 **1-2 page summary** of discoveries for each text. Emphasize personal discoveries that connect with your teaching ministry.
4. **Answer the following question** in writing: What connections do you find between the neuroscience of Schwartz, Arden, and Doidge and the theories of Erikson, Piaget, Kohlberg, Thorndike-Skinner, Wertheimer-Bruner, and Maslow-Rogers?

Post Seminar Reflection – Due Saturday 12/14/2018

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? (5-8 pages)
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.

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*Primary sources