Foundations in Educational Psychology CEEF6302
New Orleans Baptist Theological Seminary
Christian Education Division
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Mission Statement
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 and its ministries.

Core Value Focus
The seminary has five core values.
1. **Doctrinal Integrity**: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality**: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership**: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

*The core value focus for this academic year is **Characteristic Excellence**.*

Curriculum Competencies
NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:
1. **Biblical Exposition**: to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage**: To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making**: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills**: To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership**: To serve churches effectively through team ministry.
6. **Spiritual and Character Formation**: To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership**: To facilitate worship effectively.

The curriculum competencies addressed in this course are:
1. *Theological and historical perspective:* Students will juxtapose historical and modern educational theories with biblical principles and contemporary educational practices.

2. *Disciple making:* Students will consider and apply principles of teaching and learning to the Bible teaching and Christian education ministries of local congregations.

3. *Spiritual and character formation:* Students will reflect how their own spiritual journey has been influenced by the theories and principles introduced in this course.

Course Description

The purpose of this course is to engage students in a comprehensive examination of educational psychology. Special attention is devoted to concepts which describe principles of teaching, theories of learning, motivational psychology, and instructional objectives. The study provides for an analysis of representative expressions of the teaching-learning transaction as they focus on the ministry of Christian education.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. Know and understand the basic theories of educational psychology and processes of teaching and learning.

2. Prioritize educational psychology in academic and ministry practice.

3. Present the applications of educational psychology for Bible study curriculum used in a church or the Christian Education program of a congregation.

Course Teaching Methodology

The course will involve a variety of teaching methods, including reading assignments, questions to answer, review quizzes, PowerPoint presentations, and three examinations. This class is delivered on-line by means of Blackboard.

Textbooks

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology. 2nd ed.* Nashville, TN: Broadman & Holman, 2010. ISBN 978-080544727-9
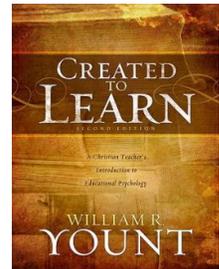
Course Requirements

This course is delivered on-line and consists of 14 sequential weeks of readings, writings, and evaluations. Students should expect to read and research, participate in class discussion, make presentations, and reflect on their own cognitive, affective, and spiritual development.

Written Assignments

Students will read assigned pages in the course text and post answers to assigned questions each week on the course Blackboard site.

Guidelines for written work:
    Begin your work on Monday of each week.
    Set aside time every day to process the course material.
    Read the assigned chapter. View the related PowerPoint.
    Focus on material related to assigned questions.
    Make your goal the broad understanding of the concepts related to the question and specific understanding of course vocabulary.
    Develop a rough draft answer for each question by Wednesday of each week.
    Set your answers aside for a day and then re-read and revise.
    Review text material and expand your answer. Check grammar (active voice, complete sentences, and logical flow of ideas) and spelling.
    After a final check for spelling and grammar, post your **answers** on Blackboard by <u>Friday, midnight</u> each week.
    Do this, and you will earn As on these assignments (or be given feedback for improvement).

Assignment Evaluations

    On Saturday each week, choose two classmates' posted assignments to evaluate.
    "Respond" to each answer in their written assignment. By "respond," we mean . . .
        You may respond by asking a good question ("What do you mean by . . . "),

expanding a given answer ("I would add to your explanation by saying . . ."),
sharing a personal experience that illustrates the point ("I experienced this when I was . . . "), or
clarifying an ambiguous answer ("I see this more clearly as . . .").
Post your **responses (two classmates)** on Blackboard by <u>Sunday, midnight</u> each week.

Curriculum Project

Each student will analyze a unit of study (or a month of studies) in Sunday School (or other approved Bible study) Teacher materials. You will identify the curriculum piece you analyzed, the age group characteristics addressed in that curriculum (Erikson, Piaget, Kohlberg), and specify how behavioral, cognitive or humanistic approaches to teaching and learning are used.   The report should be 8-10 pages in length and follow writing assignment guidelines. **Due the last week of the course.**

Examinations

Objective examinations are given periodically in the course to test your ability to use course vocabulary and concepts. Examination One covers "The Learner." Examination Two covers "The Learning Process." The Final Examination is comprehensive.

Use the stated examination objectives under "Weekly Objectives" (pp 7-9) to guide your preparation. Test questions are based on these objectives. Students who prepare each week for these examinations not only do better on the examinations, but better re-wire their brains to think in new ways for the rest of their lives.

The examinations consist of multiple choice, true-false, and matching items. The best way to study for the exams is to process class materials each day, and clarify unfamiliar words and concepts from readings or PowerPoint presentations. Understand 'why' an answer is correct is as important as 'what' the correct answer is. Little emphasis is given to rote learning, simple definitions, dates, or other minutia. For example, you are not required to memorize "the eight stages of Erikson" (in order to recall by rote the list), but you will be tested on your ability to use these eight stages in practical ways. Emphasis in this course is placed on objective conceptual understanding of concepts and principles rather than rote memorization of facts or subjective personal reactions.

Evaluation of Grade

The student's grade will be computed as follows:

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

Grade Breakdown

Weekly Written Assignments (@20)	280 pts	34%
Weekly Responses (@5 each)	140	17%
Examinations (@100)	300	37%
Final Curriculum Project	<u>100</u>	<u>12%</u>
Total	820 pts	100%

Course Teaching Overview

Units of Study
DIVISION 1: Educational Psychology and the Christian Teacher
This introductory unit begins with principles of spiritual teaching as found in the Discipler's Model and relates these principles to the field of educational psychology. Then various ways of knowing are compared with the basis for educational psychology, which is scientific knowing.

   Unit 1: The Discipler's Model *For purposes of our 2016 on-line course, each unit represents one week of study*
   Unit 2: Knowing, Science and the Christian Teacher

DIVISION 2: Educational Psychology and Learners
Unit Two contains four chapters which focus on the learner, the center of the teaching process: Erickson's theory of personality development, Piaget's theory of cognitive development, and Kohlberg's theory of moral reasoning development.

   Unit 3: How We Develop as Persons: Erik Erikson
   Unit 4: How We Develop as Thinkers: Jean Piaget and Lev Vygotsky

Unit 5: How We Develop as Moral Decision Makers: Lawrence Kohlberg Development

Examination One

DIVISION 3: Educational Psychology and Learning
Unit Three contains five chapters which focus on three major learning theory systems: the behavioral, the cognitive, and the humanistic. The sixth chapter of the unit emphasizes the importance of using a dynamic synergism of the learning systems in Christian teaching.   The final chapter presents instructional taxonomies, levels of learning as well as instructional objectives, which provide relevant targets by which to design and evaluate our teaching.

Unit 6: Traditional Behavioral Learning: History through B.F. Skinner's Operant Conditioning. Social
     Behavioral Learning: Albert Bandura
Unit 7: Cognitive Learning 1: History through Jerome Bruner's Discovery Method
     Cognitive Learning 2: Information Processing Theory
Unit 8: Humanistic Learning Theory: Abraham Maslow and Carl Rogers
Unit 9: The Christian Teachers' Triad: A Meta-Theory of Learning
Unit 10: Instructional Taxonomies: Setting up Targets for Teaching

Examination Two

DIVISION 4: Educational Psychology and Motivation
Unit Four contains three chapters which focus on motivation, classroom climate and testing. This unit highlights essentials for freeing learners to ask, explore, question and discuss, as well as common practices which kill the incentive to learn.

Unit 11: Provoking the Desire to Learn
Unit 12: The Teacher and Classroom Climate
Unit 13: Measurement as Motivation: Evaluation of Learning

DIVISION 5: Educational Psychology and the Brain
Unit five consists of a single chapter – in this unit we analyze the revolution in brain science and   discuss how to apply the concepts into classroom practice.

Unit 14: Mind over Matter: Teaching Brains by Teaching People

Course Schedule

WEEK	TOPICS	ASSIGNMENTS
Introduction		
1	Introduction to Educational Psychology and Intentional Spiritual Formation (**Christian Education**)	Read **chapter 1**, *Created to Learn* Answer assigned questions and post
2	Introduction to Epistemology (**Scientific Knowing**)	Read **chapter 2** Answer assigned questions and post
The Developing Learner		
3	**Erik Erikson and the Learner** Personality Development	Read **chapter 3** Answer assigned questions and post
4	**Jean Piaget and the Learner** Cognitive Development	Read **chapter 4** Answer assigned questions and post
5	**Lawrence Kohlberg and the Learner** Moral Reasoning Development	Read **chapter 5** Answer assigned questions and post

Spheres of Learning		
6	**Behavioral Learning:** Habits, Skills, Competencies	Read **chapters 6-7** Answer assigned questions and post
7	**Cognitive Learning:** Concepts, Principles, Evaluation	Read **chapters 8-9** Answer assigned questions and post
8	**Humanistic Learning:** Emotions, Values, Commitments	Read chapter 10 Answer assigned questions and post
9	**Christian Teachers' Triad** The Dynamic Synergism of Learning	Read **chapter 11** Answer assigned questions and post
10	Intentional Targeting of Learning **Domains** and **Levels of Learning**	Read **chapter 12** Answer assigned questions and post
Motivating Learning		
11	**Motivation** to Learn: Three Spheres - Seven Types	Read **chapter 13** Answer assigned questions and post
12	Motivating the Learner **Classroom Climate**	Read **chapter 14** Answer assigned questions and post
13	Motivating the Learners **Testing**	Read **chapter 15** Answer assigned questions and post
The Bible and The Neuroscience Revolution		
14	Mind Over Matter: **Brain Science** and Christian Education	Read **chapter 16** Answer assigned questions and post

Weekly Objectives for Examination Preparation

General
Learners will demonstrate understanding of the technical vocabulary of educational psychology by correctly reading exam test items which use these terms.

Week 1
Learners will demonstrate knowledge of Discipler's Model (Chapter 1) by...
- Drawing and labeling each component.
- Matching each element to an area in educational psychology.

Week 2
Learners will demonstrate understanding of the eight ways of knowing (Chapter 2) by correctly categorizing statements by the appropriate 'way of knowing.'

Learners will demonstrate understanding of scientific knowing (Chapter 2) by…
- Identifying violations of objectivity, precision, replication, empiricism and theory construction
- Explaining hindrances to scientific knowing.
- Explaining the human hindrances to scientific knowing.
- Explaining the strengths and weaknesses of scientific knowing in Christian education.

Week 3
Learners will demonstrate understanding of Erikson's theory of personality (Chapter 3) by...

- Defining the eight stages of development.
- Describing James Marcia's four identity statuses.
- Categorizing statements by the appropriate Erikson stage.

Week 4
Learners will demonstrate understanding of Piaget's theory of cognitive development (Chapter 4) by...
- Defining the terms organization, adaptation, assimilation, accommodation, equilibration, conservation, and reversibility.
- Differentiating between 'egotistical' and 'egocentric.'
- Categorizing scenarios in thinking by its Piagetian stage.

Week 5
Learners will demonstrate understanding of Kohlberg's theory of moral development (Chapter 5) by...
- Explaining the distinctions among the terms 'morality,' 'moral reasoning,' and 'Christlikeness.'
- Categorizing statements of moral reasoning by stage.
- Comparing and contrasting the morality of constraint with the morality of cooperation.

Examination One

Week 6
Learners will demonstrate understanding of Behavioral Learning theories (Chaps 6-7) by . . .
- Differentiating between a conditioned and an unconditioned stimulus.
- Differentiating between S-R bonds (Pavlov) and R-S bonds (Skinner).
- Differentiating between primary and secondary reinforcers.
- Describing the effectiveness of programmed instruction in terms of 'reinforcement,' 'failure,' 'interaction,' and 'Individualization.'
- Differentiating between linear and branching programs.
- Differentiating between Operant Conditioning and Imitation learning
- Differentiating between direct and vicarious reinforcement.
- Describing Bandura's four stages of learning.

Week 7
Learners will demonstrate understanding of Cognitive Learning Theories (Chaps 8-9) by . . .
- Differentiating views of psychology by Watson and Mach, Pavlov and Wertheimer, Thorndike and Kohler, and Skinner and Bruner.
- Explaining any of Wertheimer's six laws of perception.
- Defining Lewin's concept of 'life space.'
- Differentiating among structure, presentation, economy, power, and motivation in Bruner's discovery approach.
- Differentiating among cognitive constructionism, social constructionism, and radical constructionism.
- Defining SR (sensory register), STM (short-term memory), LTM (long-term memory), chunking, meta-cognition, encoding, and 'forgetting.'
- Identifying four reasons why we forget (Information Processing).
- Identifying four ways to improve memory recall (Information Processing).

Week 8
Learners will demonstrate understanding   of Humanistic Learning Theory (Chapter 10) by...
- Differentiating among 'secular humanism,' 'classical humanism,' and 'Christian humanism.'
- Categorizing key contributions by the following theorists to the teaching-learning process: Maslow, Rogers, Combs, Patterson, Brown, Gordon, and Purkey
- Explaining the usefulness of 'educational humanism' to the Christian teaching process.
- Explaining the distinctions among the three major applications of humanism in the

classroom (open classroom, learning styles, and cooperative learning).

Learners will demonstrate understanding   of the three spheres of learning theory by categorizing statements by sphere (Behavioral, Cognitive, Humanistic).

Week 9
Learners will demonstrate understanding of the Christian Teacher's Triad (Chapter 11) by
- Contrasting the three spheres of the 'dynamic synergism' of learning theory by drawing and labeling the ten elements of the Learning Triad diagram. [circle labels (3), extremes (3), external influence (3), Internal Influence (1)]
- Categorizing key statements and teaching principles by system. [BLT, CLT, HLT]

Week 10
Learners will demonstrate understanding of instructional objectives (Chapter 12) by. . .
- Differentiating among psychomotor, cognitive, and affective domains of learning
- Identifying the level of learning of instructional indicators.

Examination Two

Week 11
Learners will demonstrate understanding of motivation (Chapter 13) by...
- Explaining any of the seven approaches to classroom motivation (reinforcement, modeling, curiosity, meaningfulness, nurture, achievement, attribution)
- Explaining the impact of "competition" and "cooperation" on learning
- Comparing and contrasting the following grading structures: individual competition, group competition, group reward, individual reward (note: see supplemental material not in CTL2).

Week 12
Learners will demonstrate understanding of proper teacher behaviors in the classroom (Chapter 14) by defining structuring, signal giving, mands, organization, wait time I, wait time II, directing questions, redirecting questions, probing, positive and negative reactions.

Week 13
Learners will demonstrate understanding of writing test items (Chapter 15) by
- Differentiating among reliability, validity, and objectivity
- Identifying key principles of good questions
- Interpreting examples of discrimination indices (0.80, 0.50, 0.25, 0.0, -0.25)
- Explaining how a test of achievement can be, in itself, a motivational tool for learning

Week 14
Learners will demonstrate understanding of neuroscience and Christian education (Chapter 16) by ...
- Defining neuron, axon, dendrite, and synapsis
- Differentiating between fixed (old school) and plastic (new school) brains
- Defining neuroplasticity and neurogenesis
- Explaining the role of "attention" in re-wiring human brains
- Describing Scriptural examples of "attention" on God and His Word
- Distinguish between the phrases "teaching brains" and "teaching people."

Final Examination

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.

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.

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.

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