



## **CEEF6310 Teaching the Bible**

New Orleans Baptist Theological Seminary  
Division of Discipleship and Ministry Leadership

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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 and its ministries.*

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### **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 worshipping 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 the 2017-2018 academic year that Core Value is *Servant Leadership*.

### **Curriculum Competencies Addressed**

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately.
2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

### **Course Description**

The course explores the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

### **Student Learning Outcomes**

In order to serve churches effectively through Christian Education, you should, by the end of the course be able to:

1. Apply knowledge and comprehension of the Biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

### **Required Readings**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

#### **Required Texts**

Ford, LeRoy, *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene OR: Wipf and Stock Publishers 2000.

Yount, William. *The Discippler's Handbook*. Revised 2014. Available in Course BB.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279). Kindle Edition available.

#### **Optional (Recommended) Texts**

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 3rd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310492573)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014. (ISBN: 978-0310517825). Kindle Edition available.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 2003. (ISBN: 978-1590521380) . Kindle Edition available.

Maddix, Mark and James Riley Estep Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids, MI: Baker Academic. 2017

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 978-0802416445) Kindle Edition available.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 2005. (ISBN: 978-1590524527). Kindle Edition available.

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1999. (ISBN: 978-0805411997). Kindle Edition available.

Yount, William. Ed. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008. (ISBN: 978-0805447378) Kindle Edition available.

## Course Teaching Methodology

### Units of Study

Biblical models of instruction	Learning objectives
Lesson plan development	Teaching methods
Introduction to educational theories	Student evaluation
Teaching-learning process	Lesson plan evaluation and assessment

### Teaching Method

This course will emphasize a format of teaching and learning including small groups, case studies, lecture, PowerPoint presentations, videos, and analysis of interaction with the goal of providing balanced instruction to engage the mind, the will, and the emotion of the student.

### Delivery Format

The course will be delivered in the weekly semester-long format on the main campus.

## Assignments and Evaluation Criteria

A rubric for each assignment may be found on Blackboard in Assignment Upload.

1. *Reading and Unit Assessments* (15%) **Due: See course schedule**  
You will read and complete each chapter of the *Design for Teaching and Training* workbook. When you have finished the exercises in each unit, do the assessments under “Check Your Progress” at the end of each unit. Take a picture and post to validate your work. Completion of each reading assignment before each class session is intended to improve understanding of course content and enhance discussion participation.

You are also expected to read *The Discipler’s Handbook* and selected chapters from *Created to Learn* by Dr William R. “Rick” Yount.  
*This assignment is related to SLO #1.*
2. *Learning Styles Inventories* (5%) **Due: September 12, 2017**  
Take the learning styles inventories (links available in BB). Write a one page profile describing your personal learning styles.
3. *Biblical Background Paper* (15%) **Due: October 12, 2017**  
You will write a **5-page biblical background paper** of either the assigned Old Testament or New Testament passages of Scripture. You should following the guidelines set forth in the *Writing a Biblical Backgrounds Paper Ppt* posted on Blackboard. You should consult **a minimum of 5 scholarly sources** outside of the required textbooks to support the content of the paper.

4. *Bible Truth/Central Idea and Teaching Aims/Learning Objectives* **Due: October 24, 2017**  
You will develop one Bible Truth (Central Idea), one Teaching Idea and two Learning Objectives (one cognitive and one psychomotor/behavioral) based on the Biblical Backgrounds paper. You are expected to use the Lesson Planning Template provided for you in Blackboard. *This assignment is related to SLO #3.*
5. *Curriculum Evaluation: (10%)* **Due: November 16, 2017**  
You will select and evaluate a Bible Lesson from a recognized curriculum publisher. Use the Curriculum Evaluation Guide to assess a lesson plan. Submit your completed rubric with a report your findings. Highlight strengths and weaknesses, a critical review with support is expected. 2-3 page report.
6. *Teaching Plans: (1@ 5%) (Rough Draft)* **Due: November 28, 2017**  
Submit the rough draft of your lesson plans prior to class time. Bring 4 hard copies to class with you.
7. *Teaching Plans: (2@ 20% each= 40%)* **Due: December 7, 2017**  
Using the assigned biblical text and biblical background paper, you will write *two detailed lesson plans*. One lesson will use a cognitive learning objective and the other a behavioral learning objective. Lesson plans should be written in such a way that a person would be able to teach a lesson using only the plan you create. For the purposes of this course, the lesson plans should be constructed according to a *Lesson Planning Template* provided by the faculty instructor. Each lesson plan should be written for a specific age group, children (younger or older), students (younger or older), or adult (young, median, or senior). The *Lesson Planning Template* will be posted in Blackboard.
- Appropriate sources should be utilized including scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.
- A grading rubric will be provided. *This assignment is related to SLO #3.*
8. *Philosophy of Bible Teaching: (10%)* **Due: December 13, 2017**  
You will write a 2-page paper presenting your basic philosophy of Bible teaching. Include at least one paragraph about each of the following in the teaching/learning process.
- What constitutes excellence in teaching?
  - Role of the teacher
  - Role of the Holy Spirit
  - Role of the learner
  - Equipping of the teacher (ongoing)
- See <https://bible.org/seriespage/3-developing-philosophy-teaching>  
*This assignment is related to SLOs #1 & 2.*

## Course Evaluation

The professor will prescribe a grade based upon the student's completion of the following:

Biblical Background Paper	15%
Unit Progress Review (posted to BB)	15%
Learning Styles Inventories and Profile	5%
Philosophy of Bible Teaching	10%
Curriculum Evaluation	10%
Lesson Plans (Rough Draft)	5%
Lesson Plans (2@ 20%)	40%
<i>Total</i>	<i>100%</i>

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

## Course Schedule

(subject to change)

Unit	Course Topic	Assignments Due
<b>Intro</b> 8/22	Introduction of course	
<b>Unit 1</b> 8/24	The Nature of Teaching Intro: The Discippler's Model	<b>Read</b> <i>The Discippler's Handbook</i> Chapter 1
<b>Unit 2</b> 8/29	Biblical Models of Instruction OT	
8/31	Biblical Models of Instruction NT/Jesus as Master Teacher	
<b>Unit 3</b> 9/5	<b>Educational Theory</b> The Discippler's Model	<b>Read Textbooks</b> Yount <i>The Discippler's Handbook</i> Chapter 2,3 <i>Created to Learn</i> Chapter 1, 11
9/7	Educational Theories	Review Ppts on Blackboard
<b>Unit 4</b> 9/12	<b>Lesson Planning Overview</b> Introduce Lesson Plan Template Instructions: Biblical Backgrounds Paper	<b>Learning Styles Inventories completed</b> <b>Report on Blackboard</b>
9/14	Learning Domains	<b>Read</b> Yount <i>Created to Learn</i> Chapter 12
<b>Unit 5</b> 9/19	<b>Goals and Indicators</b> Hitch your Teaching and Training to a Goal	<i>Design for Teaching &amp; Training</i> , Unit 1 <b>(submit picture of completed assessment- prior to each class period)</b>
9/21	Signs of Progress	<i>Design for Teaching &amp; Training</i> , Unit 2
<b>Unit 6</b> 9/26	<b>The Planning Process</b> You Don't Drive a Nail with a Stick of Butter	<i>Design for Teaching &amp; Training</i> , Unit 3
<b>Unit 7</b> 9/28	<b>Knowledge and Understanding Outcomes</b> Every Round Goes Higher and Higher	<i>Design for Teaching &amp; Training</i> , Unit 4
10/3	Every Round Goes Even Higher	<i>Design for Teaching &amp; Training</i> , Unit 5
10/5	Everybody ought to know – Something!	<i>Design for Teaching &amp; Training</i> , Unit 6

10/10	When you Know the Notes to Sing, You Can Sing Most Anything!	<i>Design for Teaching &amp; Training</i> , Unit 7
10/12	Review Lesson Plan Template Affective Taxonomy Psychomotor Taxonomy Philosophy of Teaching	<b>Biblical Background Paper</b>
<b>10/15-19</b>	<b>Fall Break (Attend Xcelerate!)</b>	
<b>Unit 8</b> 10/24	<b>Attitudes and Values Outcomes</b> Try it! Try it! You'll Like It!-- Like It! Like It! You'll Try It! Level of Attitudes and Values	<i>Design for Teaching &amp; Training</i> , Units 8, 9 <b>Bible Truth/Central Idea</b> <b>Teaching Aim/Learning Objective</b>
10/26	<b>Motor Skills Outcomes</b> How to Peel Your Own Bananas How to Really Peel Your Own Bananas	<i>Design for Teaching &amp; Training</i> , Units 10,11
<b>Unit 9</b> 10/31	<b>Evaluation of Learning</b> Explain the Universe and Give Two Good Examples	<i>Design for Teaching &amp; Training</i> , Unit 12
<b>Unit 10</b> 11/2	<b>Putting It All Together</b> The Ah-Ha Moment-Putting It All Together	<i>Design for Teaching &amp; Training</i> , Unit 13
<b>Unit 11</b> 11/7	<b>Special Help for Special People</b> Master Techniques for Directive Writing <b>Evaluating Curriculum</b> (Rubric)	<i>Design for Teaching &amp; Training</i> , Unit 14
<b>Unit 12</b> 11/9	<b>Teaching Age Groups</b> Teaching Youth	
11/14	Teaching Children & Preschoolers	
11/16	Teaching Adults	<b>Curriculum Evaluation - Report</b>
<b>11/20-24</b>	<b>ThanksGiving</b>	
<b>Unit 13</b> 11/28	How Am I Doing? Evaluation of Lesson Plans (Rough Draft)	<b>Lesson Plans (Rough Draft)</b>
11/30	Evaluation of Lesson Plans (Rough Draft)	
12/5	Writing a Teaching Philosophy	
<b>Unit 14</b> 12/7	Presenting the Lesson (Intro to Teaching Practicum)	<b>Lesson Plans (Final Draft)</b>
<b>Unit 15</b>	<b>December 8-14 Final Exam</b>	<b>Submit Teaching Philosophy</b>

## **Course Policies**

The following policies will serve to govern both the student and professor for the duration of this course.

**Absences:** You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

**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.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Classroom Decorum:** Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

**Grading Scale:** Your 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 current NOBTS catalog.

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor's Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Office Hours:** Posted outside professor's office.

**Correspondence with the Grader:** You should contact the grader via email at [rstonegrader@gmail.com](mailto:rstonegrader@gmail.com). The grader is expected to respond to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**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](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor 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.

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

**NOBTS Emergency Text Messaging Service:** Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

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

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) – Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - View general NOBTS technical help information on this website.

## Selected Bibliography

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- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
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- 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.
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