



CEEF6310 Teaching the Bible

New Orleans Baptist Theological Seminary
Division of Discipleship and Ministry Leadership
Fall, 2019

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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.

Core Value Focus

The seminary has five core values. The focal core value for 2019-2020 is *spiritual vitality*. This course supports the five core values of the seminary.

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.

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 emphasizes 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

By the end of the course you should be able to demonstrate an understanding of:

1. the Biblical model of instruction as exemplified by Jesus;
2. theories regarding the ways people develop and learn;
3. the component parts of the teaching plan template;
and skill in:
4. preparing Bible study teaching plans for a selected age-group that reflect best practice and adhere to the teaching plan template
5. evaluating published curriculum for adherence to standards of best practice.

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. (ISBN-13: 978-1579109912).

Yount, William. *The Disciplers' Handbook*. Revised 2014. PDF posted on Blackboard.

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

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.

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

The Nature of Teaching
The Disciplers' Model
Biblical Models of Instruction
The Lesson Plan
Goals and Indicators
The Planning Process
Knowledge and Understanding Outcomes
Attitudes and Values Outcomes
Motor Skills Outcomes
Evaluation of Learning
Evaluation of Lesson Plans
Teaching Children, Youth, Adults
Evaluating Curriculum
Laws of the Learner

Teaching Method

Students in this course will experience group discussions, individual learning assignments, reading/research, presentations (PowerPoint, Prezi), videos, and interaction to engage them in the learning process.

Delivery Format

The course will be delivered on campus over the course of the fall semester.

Assignments and Evaluation Criteria

A rubric for each assignment may be found on Blackboard in Assignment Upload. Unless otherwise indicated, assignments are due on Sundays at 11:59 p.m. CST.

1. Preparation for Class -Reading/Workbook Due: See Course Schedule

Readings in assigned texts and workbook assignments in *Design for Teaching and Training* should be completed prior to class so you can actively relate to all discussions. Reading the assigned chapters is extremely important as class discussion will not cover all of the assigned

reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each unit.

2. Unit Assessment Quizzes: (10%)

Due: See Course Schedule

Quizzes will be given over the designated content for selected units. *Unit quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. CST on Sunday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcomes #1, #2, and #3.*

3. Personal Inventories Paper (5%)

Due: Sept. 1

Complete the inventories posted on Blackboard. Write a 2-page profile of yourself including at least one paragraph describing each of the following:

- your spiritual gifts
- your learning style
- your multiple intelligences (as described by Gardner)
- learning experiences that have been the most effective and meaningful to you, and why. *This assignment is related to SLO #2.*

4. Biblical Background Paper (10%)

Due: Sept. 15

Write a 5-page biblical backgrounds paper of either the assigned Old Testament or New Testament passage of Scripture - 1 Sam. 16:1-4 or Acts 9:1-9. Follow the guidelines set forth in *Writing a Biblical Backgrounds Paper* PowerPoint posted on Blackboard. Include a minimum of 5 scholarly sources, including one commentary. The Micro-Teach Bible Lesson that you develop must be based on the passage selected for this assignment. *This assignment is related to SLOs #3 and #4.*

5. Philosophy of Bible Teaching (10%)

Due: Sept. 29

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.

- 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.*

6. Micro-Teach Rough Draft and Final Draft (20% each = 40%)

(a) Exegetical Idea and Pedagogical Idea

Due: Sept. 15

Read *Creative Bible Teaching*, Chapter 8 pdf document posted on Blackboard and then develop one Exegetical Idea (Bible Truth/Central Idea), one Pedagogical Idea (Teaching Idea) based on the Scripture passage you selected for your Biblical Background paper. You will receive feedback on this assignment which should be considered when developing rough draft of the Micro-Teach Bible Lesson plan. The instructional goal for your Micro-Teach Bible Lesson plan will flow from these! *This assignment is related to SLO #4.*

(b) Instructional Goal and Indicator:**Due: Oct. 13**

Develop a cognitive or behavioral instructional goal and indicator for your Micro-Teach Bible Lesson which support the pedagogical idea. Affective goals will not be accepted, as affect may not be effectively assessed at the end of the lesson. The goal and indicator must follow the format described in *Design for Teaching and Training* and *Created to Learn*. (Note: Just FYI – Yount was a student of Ford, and the models are congruent.)

- The goal must be based on the pedagogical idea you developed.
- You must have a target evaluation that tests whether they can demonstrate achievement of the instructional goal. (This is the “by” statement).

Submit to Blackboard. You will receive feedback on your goal and indicator, which should be taken into account when developing the rough draft. *This assignment is related to SLO #4.*

(c) Rough Draft of Micro-Teach Bible Lesson Plan (20%) Due: Friday, Nov. 1

Write a rough draft of a 15-minute Micro-Teach Bible Lesson plan based on the selected passage of Scripture and the instructional goal and indicator submitted. The rough draft will be edited and strengthened after receiving feedback from the professor and peer review. The teaching plan must:

- be constructed according to the *Micro-Teach Bible Lesson Plan Template* posted on Blackboard and found in *The Disciplers' Handbook*;
- include all sections except Assignment (as this is a stand-alone lesson);
- indicate for which age group the plan is written - children (younger or older), students (younger or older), or adult (young, median, or senior).

Appropriate sources should be utilized including scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc. Submit the rough draft of the 15-minute Micro-Teach Bible Lesson plan to Assignments and the designated Discussion Board on by the due date.

Rough Draft Peer Review (5%)**Due: See Course Schedule**

Groups will be assigned by the professor.

- Critique each group member's rough draft PRIOR to the assigned review date. Address the following in light of the posted grading rubric:
 - Is the learning outcome written in proper form?
 - Does the writer use command language?
 - Is the learning readiness in the same domain as the learning outcome?
 - Does the Bible study include a variety of teaching methods/activities?
 - Is an evaluation of the target (lesson aim/indicator) included? Does it measure the stated lesson aim?
 - Has the writer included a conclusion?
- Post feedback in the group discussion board by the end of the day the rough is reviewed.
- Provide verbal feedback during the assigned class period. Be respectful yet truthful. A grading rubric is posted on Blackboard. *This assignment is related to SLO #4.*

(d) Micro-Teach Bible Lesson Plan (Final Draft): (20%)**Due: Nov. 24**

After reviewing the feedback provided by peers and the professor, develop the final draft of the

15-minute Micro-Teach Bible Lesson plan. The lesson plan must include all sections except Assignment (as this is a stand-alone lesson). This lesson will be executed in the Teaching Practicum course. *This assignment is related to SLO #4.*

7. Published Lesson Evaluation: (10%)

Due: Dec. 8

Evaluate and critique one Bible lesson from those posted on Blackboard. Use the *Curriculum Evaluation Guide* to evaluate the lesson plan. Submit your completed *Curriculum Evaluation Guide* and a 2 to 3-page critical review of the lesson. Highlight strengths and weaknesses found in the lesson. Support your critique with a minimum of 3 sources. The textbooks may be used as sources for the critique. *This assignment is related to SLO #5.*

9. Class Presence and Participation (10%)

Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score if you attend class and actively contribute to the class discussion.

Presence: Although it is not required, a brief e-mail of explanation in advance of the absence is appreciated. Three late arrivals or early departures equal an absence. Please sign the attendance sheet when you come to the class.

Participation: We are less concerned with “right” or “wrong” answers than we are with thoughtful contributions which follow the discussion and either add to it or move it in a new direction. If you find it uncomfortable to speak up in class, we encourage you to work on this skill, as this is an integral component of ministerial training.

Course Evaluation

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

Unit Quizzes	10%
Personal Inventories Paper	05%
Biblical Background Paper	10%
Philosophy of Bible Teaching	10%
Micro-Teach Rough Draft	20%
Micro-Teach Final Draft	20%
Rough Draft Reviews	05%
Published Lesson Evaluation	10%
<u>Class Presence and Participation</u>	<u>10%</u>
Total	100%

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

2019 Fall Course Schedule

Week	Date	Unit	Course Topic	Assignments Due
1	8/20		Introduction of course	
	8/22		The Nature of Teaching	
2	8/27	Unit 1	The Disciplers' Model	<i>Created to Learn: Ch. 1</i> <i>The Disciplers' Handbook: Chapter 0</i> Review of Unit Materials (Take Spiritual Gifts Survey) Personal Inventories Paper Due 9/1
	8/29			
3	9/3	Unit 2	Biblical Models of Instruction <ul style="list-style-type: none"> ○ Jesus as Master Teacher 	<i>Created to Learn: Ch. 11</i> <i>The Disciplers' Handbook: pgs. 47-52</i> Review of Unit Materials
	9/5			
4	9/10	Unit 3	The Lesson Plan <ul style="list-style-type: none"> ○ Micro-Teach Bible Lesson Plan Template 	Review of Unit Materials <i>The Disciplers' Handbook: pgs. 52-76</i> Biblical Backgrounds Paper Due 9/15 One Exegetical Idea, One Pedagogical Idea Due 9/15 (refer to <i>Creative Bible Teaching: Chapter 8 pdf</i>)
	9/12			
5	9/17	Unit 4	Goals and Indicators <ul style="list-style-type: none"> ○ Writing Instructional Objectives 	<i>Created to Learn: Ch. 12 - pgs. 401-408, 418</i> <i>Design for Teaching & Training: Units 1-2</i> Review of Unit Materials Quiz #1
	9/19			
6	9/24	Unit 5	The Planning Process <ul style="list-style-type: none"> ○ Designing Learning Activities 	<i>Design for Teaching & Training: Unit 3</i> Review of Unit Materials Philosophy of Bible Teaching Due 9/29
	9/26			
7	10/1	Unit 6	Knowledge and Understanding Outcomes <ul style="list-style-type: none"> ○ Knowledge, Comprehension, Application 	<i>Created to Learn: Ch. 12- pgs. 373-391</i> <i>Design for Teaching & Training: Unit 4</i> Review of Unit Materials Quiz #2
	10/3			
8	10/8	Unit 7	Knowledge and Understanding Outcomes <ul style="list-style-type: none"> ○ Analysis, Synthesis, Evaluation 	<i>Design for Teaching & Training: Units 5-7</i> Review of Unit Materials Quiz #3 Instructional Goal and Indicator for Micro-Teach Lesson Due 10/13
	10/10			
9	10/15		Fall Break- Enjoy!!	
	10/17			
10	10/22	Unit 8	Attitudes and Values Motor Skill Outcomes	<i>Created to Learn: Ch. 12- pgs. 391-399</i> <i>Design for Teaching & Training: Units 8/9, 10/11</i> Review of Unit Materials Quiz #4
	10/24			

Week	Date	Unit	Course Topic	Assignments Due
11	10/29	Unit 9	Evaluation of Learning <ul style="list-style-type: none"> ○ Indicators and Tests 	<i>Design for Teaching & Training: Units 12, 13</i> Review of Unit Materials Quiz #5 Micro-Teach Rough Draft Due Friday, 11/1 to Disc. Board and Assignments
	10/31			
12	11/5	Unit 10	Evaluation of Micro-Teach Bible Lesson Plans (Rough Drafts)	Rough Draft Reviews Due
	11/7			
13	11/12	Unit 11	Teaching Children and Youth	Review of Unit Materials
	11/14		Teaching Adults Guest Speaker: Clif Smith, Minister of Education, FBC Covington	
14	11/19	Unit 12	Evaluating Curriculum <ul style="list-style-type: none"> ○ Scope and Sequence 	Review of Unit Materials Micro-Teach Lesson Plan Due 11/24
	11/21			
15	11/26		Thanksgiving Break	
	11/28			
14	12/3	Unit 13	Laws of the Learner	Review of Unit Materials Curriculum Evaluation Due 12/8
	12/5			
15	12/6 - 12/12		Final Exams	

***The Professor reserves the right to change topics/dates as necessary (see course policies).**

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.

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

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.

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> .

Office Hours: Office hours are posted outside the professor's office. If necessary, contact the professor to schedule an appointment.

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.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

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

- 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 - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep

Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/researchlinks/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Selected Bibliography

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Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: B&H Academic, 1999. (ISBN: 978-0805420159) Kindle edition available.

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- Maddix, Mark and James Riley Estep Jr. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids, MI: Baker Academic. 2017. (ISBN: 978-0801030963) Kindle edition available.
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010. (ISBN: 978-1615072408)
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001. (ISBN: 978-0801022845) Kindle edition available.
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- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001. (ISBN: 978-0830728749)
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