



CEEF6211 Teaching Practicum (Mentoring)

New Orleans Baptist Theological Seminary

Church Ministry Division

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Mission

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Purpose of Course

The purpose of the course is to equip the seminary student to be an effective bible teacher in the local church, creating environments to facilitate learning.

Course Catalog Description

This course involves the development and presentation of teaching plans by the members of the class as well as the video-recording and evaluation of presentations for the purpose of critical analysis of lesson content and objectives, teacher and student learning styles, audience-appropriate methods, and the teaching-learning outcomes. Prerequisite: CEEF6310 Teaching the Bible.

Student Learning Outcomes

Upon completion of the course, the student will be able to:

Cognitive

- Be able to apply your knowledge and comprehension of various teaching and learning principles with the biblical model of instruction as exemplified by Jesus Himself to provide a foundation for the practice of Christian education in the church.

Affective

- Value the use of various methodologies to teach the Bible in the local church ministry and value the role of the Holy Spirit in planning, development, and delivery of teaching plans.

Psychomotor

- Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

Textbooks

Required Texts

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 1997.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.

Recommended Readings

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1999.

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987.

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010.

Course Teaching Methodology

Units of Study

The topics of study in the course are as follows: the teaching-learning experience, learning domains, learning objectives, teaching methods, Bible teaching, and teaching evaluation and improvement.

Teaching Method

This course is being offered in a mentored teaching format. Course content from the professor is available online each week via Blackboard. Weekly meetings with your mentor will constitute your class time.

Delivery Format

The course will be delivered in an online semester format with 8 learning units.

Course Requirements

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on the due date. See Course Schedule (last page) for due dates.

1. Textbook Reading (15%)

Students will read the required texts by following the weekly reading schedule. Completion of

reading each week is intended to improve understanding of course content and enhance classroom participation. You will be asked to indicate your reading percentage of the required text at the end of the term. **Textbook Reading Verification will be conducted via Blackboard at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcomes.*

2. Mentor Meeting Reports (15%)

Students will engage in a mentoring relationship at a local church under the supervision of an approved mentor for a minimum of 14 hours. Mentorship hours may not include worship, Bible study, and age-group weekly meetings. You will meet with your mentor each week for approximately one hour to discuss personal and ministry progress in the area of bible teaching. Discussion questions for the mentor meetings will be provided each unit on Blackboard. You will submit a **Mentor Meeting Report** every two weeks (a total of 7 reports must be submitted). The completed report will be submitted and uploaded through Blackboard before midnight on Sunday. This report should be a ½ page of reflection based on your mentor meeting, course content, and teaching experiences.

3. Teaching Methods Handouts: (10%)

Students will locate and read an article or an educational website for **three** of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) lecture, and/or (e) a *method of your choice*. You will create a **one-page handout for each of the three methods**. (You may create the handouts in **one** 3-page document)

Each handout should include:

- Using this teaching method – what is the role of the teacher, the role of the student, and what subject matter or content is “most appropriate”?
- Benefits of the teaching method?
- Limitations, dangers, and/or problems of the teaching method?
- Explain how the teaching method is used in respect to each age level (preschool, children, youth, and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. *This assignment is related to the Cognitive Student Learning Outcome.*

4. Teaching Evaluation Tool Rationale (10%)

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support (3 sources/textbooks) for the content and questions of the assessment tool. The document should contain ten paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcomes.*

5. Micro Teach #1 (20%)

Students will conduct a micro-teach (10-15 minutes) of a biblical passage. Possible teaching context include: Sunday School class, home group, recorded video conference, or seminary classroom. The lesson plan must be an original plan created by the student. The micro-teach lesson must consist of:

- a. an opening activity
- b. reading the scripture passage
- c. one learning method/activity
- d. a closing activity

Note: Do not lecture – this is teaching practicum, not preaching practicum.

Submit your lesson plan on Blackboard in the assignment link. **Your mentor must either attend the teaching session in person or view a video recording.** Your mentor must complete the Teaching Evaluation Tool as an assessment of your teaching. **A minimum of 5 participants is required during the session.** Micro teach sessions can be taught by the student at any point during the semester, but each must be submitted by the due date. *This assignment is related to the Psychomotor Student Learning Outcome.* **** Begin working on scheduling your teaching sessions immediately ****

6. Micro Teach Reflection Paper #1 (5%)

Students will review the mentor feedback and write a **2 to 3-page reflection** of the micro-teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

7. EMBEDDED ASSIGNMENT: Micro Teach #2 (20%)

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage and the session **MUST BE VIDEO RECORDED**, from start to finish. Follow the same guidelines for Micro Teach #1. **For this assignment students must submit both the lesson plan and a link to the video recording on Blackboard in the assignment link. As before, your mentor must either attend the teaching session in person or view the video recording.** Your mentor must complete the Teaching Evaluation Tool as an assessment of your teaching. **A minimum of 5 participants is required.** This assignment is an embedded assignment that will be completed by all students for all sections of this course. *This assignment is related to the Psychomotor Student Learning Outcome.*

**** Begin working on scheduling your teaching sessions immediately ****

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. Blackboard has a file size limit and some videos exceed this limit. Therefore, students are encouraged to upload the recorded video to a video sharing website such as YouTube or Vimeo. Students will post a link to the video into the Blackboard submission link. You will need to create a YouTube account and upload the video. When uploading your video to YouTube, select “unlisted” in the options. Do not choose “public” or “private.” Unlisted videos on YouTube can not be found in a search and therefore remain private.

8. Micro Teach Reflection Paper #2 (5%)

Students will review the mentor feedback and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

NOTE: PREREQUISITE FOR TAKING THIS COURSE: CEEF6310 Teaching the Bible
You may use one of the lesson plans for your Bible Teaching session.

Evaluation of Grade

The student's grade will be computed as follows:

Textbook Reading	15%
Mentor Meeting Reports	15%
Teaching Methods Handouts	10%
Teaching Evaluation Tool Rationale	10%
Micro Teach & Reflection #1	25%
Micro Teach & Reflection #2	25%

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Absences

In the online/mentoring format, attendance is assessed through completed assignments for each unit: Blackboard discussion, mentor meeting reporting, and assignment submission by the due date.

Professor's Policy on Late Assignments

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 10 percent penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Blackboard. Do not send files as attachments via email to the professor.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Style and Formatting

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian helps and guidelines.

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook

<http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. 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. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). ITCSupport@nobts.edu - for general technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Grading Scale

Each student's 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 NOBTS catalog.

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

Withdrawal from the Course

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

Selected Bibliography

Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.

Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.

Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.

- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- Palmer, Earl, Roberta Hestenes, and Howard Hendricks. *Mastering Teaching*. Portland, OR: Multnomah Press, 1984.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001.
- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.

Schultz, Thom, and Joani Schultz. *The Dirt on Learning: Groundbreaking Tools to Grow Faith in Your Church*. Loveland, CO: Group Publishing, 1999.

_____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.

Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.

Taulman, James E. *Never Tell Anybody Anything You Can Get Them to Discover for Themselves*. Nashville, TN: Broadman Press, 1990.

Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.

Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.

Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.

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

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. (ISBN: 978-0805447279)

_____. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.

Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciplers*. Nashville, TN: Broadman & Holman, 2007.

Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

CEEF6211 TEACHING PRACTICUM

TEACHING EVALUATION TOOL (MENTOR)

Student Teacher Name _____ Date ___/___/___ Professor Name _____

Criterion Scale									
1	2	3	4	5	6	7	8	9	10
(Lowest)									(Highest)

Application

Communication

- 1. USING LEARNING METHODOLOGY (ACTIVITIES) –**
How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?
Comments: _____
- 2. USING APPROPRIATE LEARNING AIDS –**
Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?
Comments: _____
- 3. PLANNING FOR A PERSONAL APPLICATION –**
Was there a definite approach to application of the lesson to life? How could the application been more purposeful?
Comments: _____
- 4. PLANNING FOR FOLLOW-THROUGH –**
Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?
Comments: _____
- 5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –**
Were the aims and objectives achieved?
Comments: _____

- 6. PRESENTING THE LEARNING AIMS AND LEARNING OBJECTIVES –**
To what extent were you aware of the lesson aim or learning objectives? Would you consider these appropriate for this particular subject?
- 7. CREATING THE LEARNING SITUATION –**
How effective was the teacher in gaining attention: Was the transition from the attention pacer (Hook) to the lesson content smooth and purposeful?
Comments: _____
- 8. TRANSITIONS AND TIME MANAGEMENT –**
How did the presenter move from one teaching segment to the next? Was adequate and appropriate amount of time allowed for each activity? Did not exceed or waste the overall teaching time.
Comments: _____
- 9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –**
Did you consider the equipment, room, teaching materials appropriately arranged?
Comments: _____
- 10. PERSONAL CHARACTERISTICS –**
Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?
Comments: _____

~~Please put a score in each box. Any additional comments can be made on the back~~

CEE6211 Teaching Practicum

Course Schedule

Date	Course Topics	Assignments
Unit 1: Introduction		
Course begins on August 16 Introduction August 16-22	Course introduction; Syllabus Learning Experiences	Due August 22 before 11:59pm Review Course Syllabus Read Unit 1 content on Blackboard Read Chapters 1-2 from <i>Creative Bible Teaching</i> Submit post to Blackboard Discussion Board #1
August 23-29	Review of Learning Theory	Due August 29 before 11:59pm Read Chapter 3 from <i>Creative Bible Teaching</i> Submit Mentor Meeting Report #1
Unit 2: Learning Objectives		
August 30-September 5	Review of Learning Objectives Instructional Learning Theory	Due September 5 before 11:59pm Read Unit 2 content on Blackboard
September 6-12	Learner Motivation	Due September 12 before 11:59pm Read Chapters 6-7 from <i>Creative Bible Teaching</i> Submit Mentor Meeting Report #2
Unit 3: Teaching Methods		
September 13-19	Review of Teaching Methods	Due September 19 before 11:59pm Read Unit 3 content on Blackboard Submit Teaching Methods Handouts to Blackboard
September 20-26	Review of Teaching Methods	Due September 26 before 11:59pm Read Chapter 1-3 from <i>Creative Teaching Methods</i> Submit Mentor Meeting Report #3

Date	Course Topics	Assignments
Unit 4: Drama & Role Play		
September 27-October 3	Drama & Role Play: A Teaching Method	<p>Due October 3 before 11:59pm</p> <p>Read Unit 4 content on Blackboard</p>
October 4-10	Fall Break	No assignments due
October 11-17		<p>Due October 17 before 11:59pm</p> <p>Read Chapters 4-5 from <i>Creative Teaching Methods</i></p> <p>Submit Mentor Meeting Report #4</p>
Unit 5: Teaching with Games & Stories		
October 18-24	Teaching with Games & Stories	<p>Due October 24 before 11:59pm</p> <p>Read Unit 5 content on Blackboard</p> <p>Submit Teaching Evaluation Tool Rationale on Blackboard</p>
October 25-31		<p>Due October 31 before 11:59pm</p> <p>Read Chapter 7-8 from <i>Creative Teaching Methods</i></p> <p>Submit Mentor Meeting Report #5</p> <p>Submit Micro Teach #1 Lesson Plan (Mentor watches student teach live or recorded on video)</p>
Unit 6: Teaching with Discussion & Case Study		
November 1-7	Teaching with Discussion & Case Study	<p>Due November 7 before 11:59pm</p> <p>Read Unit 6 content on Blackboard</p>
November 8-14		<p>Due November 14 before 11:59pm</p> <p>Read Chapters 9-10 from <i>Creative Teaching Methods</i></p> <p>Submit Mentor Meeting Report #6</p> <p>Submit Micro Teach Reflection #1</p>

Date	Course Topics	Assignments
Unit 7: Teaching with Music & Art		
November 15-21	Teaching with Music & Art	<p>Due November 21 before 11:59pm</p> <p>Read Unit 7 content on Blackboard</p> <p>Submit Micro Teach #2 Lesson Plan</p> <p>Submit link to Video on Blackboard Discussion Board #2</p> <p>(Mentor watches student teach live or recorded on video)</p>
November 22-28	Thanksgiving Break	No assignments due
Unit 8: Common Practices of Great Teachers		
November 29 December 5	Common Practices of Great Teachers	<p>Due December 5 before 11:59pm</p> <p>Read Unit 8 content on Blackboard</p> <p>Read Chapters 12 & 13 from <i>Creative Teaching Methods</i></p> <p>Submit Mentor Meeting Report #7</p> <p>Submit Micro Teach Reflection #2</p>