



Teaching Practicum CEEF6211 (Internet)

New Orleans Baptist Theological Seminary

Christian Education Division

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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.

Purpose of the Course

The purpose of this course is to challenge the student to explore various teaching and learning principles, develop teaching plans, and conduct teaching presentations and evaluation. The student will be provided opportunities to develop and enhance skills in accurately interpreting and clearly communicating the Bible in conformity with foundational principles of teaching and learning through educational ministry in the local church.

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 2014 -2015 academic year that Core Value is *Spiritual Vitality*.

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

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

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

1. Be able to apply their 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.
2. 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.
3. Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

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

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

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004. (ISBN: 978-0-7814-5256-4)

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010 (ISBN: 978-080544856-6)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

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.

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. (ISBN: 9-781-590521380)

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992. (ISBN: 987-1590524527)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998. (ISBN: 0-8054-1199-2)

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

Course Teaching Methodology

Units of Study

The topics of study that will be covered 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 will emphasize active learning, project-based learning, and interactive discussion with the goal of providing balanced instruction to engage the mind, the will and the emotion of the students. Students will be responsible for producing teaching presentations and providing constructive feedback of teaching methods and lesson delivery of classmates.

Delivery Format

The course will be delivered in the online format with 14 learning units.

Assignments and Evaluation Criteria

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Teaching Method Articles/Website*: (9%)

Due: **Unit 3 June 14, 2015**

The student should 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) *method of student's choice*. The student will create a **one-page handout for each of the three methods**. The handout should include:

- ✓ When 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”?
- ✓ What are the benefits of the teaching method?
- ✓ What are the 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.

Students will upload teaching method handouts to Blackboard for the entire class to view and critique via **Blackboard Discussion Board**.

2. *Textbook Reading*: (11%) Due: **Unit 7 June 28 & Unit 14 July 24, 2015**

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 online discussion participation. The professor reserves the right to monitor reading through a variety of means, such as written assignments, discussion questions, reading percentage, etc. Students will be asked to indicate their reading percentage of the required text at least two times during the course. ***Textbook Reading Verification will be conducted via Blackboard.***

Affective Domain of Learning

3. *Bible Teaching Assessment*: (8%) Due: **Unit 5 June 21, 2015**

Students will develop a Bible Teaching Assessment Tool for participants of a Bible study to evaluate a Bible teaching session. The questions on the teaching assessment tool should include at least four areas: (1) the Bible lesson content & teaching methods, (2) the Bible teacher, (2) the Bible learner, and (4) the teaching environment. Based upon the student’s knowledge of the teaching-learning process, the Bible Teaching Assessment Tool should communicate his or her attitude and values regarding effective teaching and learning. ****Students will upload Bible Teaching Assessment tool to Blackboard for the entire class to view and critique via Blackboard Discussion Board.**

4. *Bible Teaching Assessment Rationale*: (7%) Due: **Unit 5 June 21, 2015**

After the Bible Teaching Assessment Tool is developed, the student will write a **2 to 3-page rationale** providing support for the content and questions of the assessment tool.

Psychomotor Domain of Learning

5. *Blackboard Discussion Board*: (15%) Due: **Specified Units**

Students will be presented with questions pertaining to learning units in which they will have to respond and interact with their classmates. The questions appear in the **Course Schedule** section of the syllabus and students will respond **via Blackboard Discussion Board**. Student teaching presentations will be utilized for part of the **Discussion Board activities for Units 8 through 13**. Blackboard Discussion Board Involvement: Students are expected to reflect on the reading and presentations in each unit. In order to get credit for involvement in the Blackboard Discussion, the student must post **at least one substantive response to the specific unit questions**. A substantive response should be concise and may include, but not limited to the following: a reflection or personal example on a concept from readings, a different perspective on a topic, a quote or link

from another source that relates to the topic, an experience the student has had in a ministry that relates to the topic.

6. *Teaching Presentations & Assessment: (50%)*

Due: *Specified Units*

Each student will conduct **TWO*** Bible teaching sessions during the course. The Bible teaching sessions will occur outside of the online environment and **MUST BE RECORDED**, from start to finish, including room set-up, organization of supplies, rehearsal of media technology, etc. Also, the student must provide a copy of the Bible Teaching Assessment Tool (*created by the student - see assignment #3*) to various participants in the Bible teaching session to complete after the teaching session has been conducted. **A minimum of 5 participants is required**, but preferably all participants have an opportunity to provide feedback. The student will review the participant feedback on the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

- ✓ Bible Teaching Presentation completed and recorded.
- ✓ Participants completed the Bible Teaching Assessment for the teaching session.
- ✓ Student reviewed all the participant responses and wrote a reflection paper about strengths and weaknesses of the session and possible improvements.
- ✓ Student posted video of teaching session to Discussion Board on assigned date.
- ✓ Student uploaded reflection paper about the teaching session.

*Each teaching presentation, participant assessment, and reflection paper counts for 25% of the course grade. The course requires each student to complete **this process twice** to account for 50% of the course grade and the teaching presentations will be utilized for part of the **Discussion Board activities for Units 8 through 13**.

New Version of Blackboard requires New Instructions to Upload Video!

Click "Record from Webcam" button.

A new window should pop up.

Select "Browse" at the top of the new window.

Another new window will pop up and ask you to grant access to your YouTube site.

Select "Grant access."

You will now see your uploaded videos in the window.

Click "insert" on your Bible Teaching Video.

Click "Thumbnail" - Please use the thumbnail option. This option will open a new window instead of playing the video in Blackboard.

Select "Insert."

You should now see your video thumbnail in the content area.

NOTE: PREREQUIRE FOR TAKING THIS COURSE: CEEF6310 Teaching the Bible

Three assignments for the course CEEF6310 Teaching the Bible were (1) an exegetical paper, (2) a teaching idea & lesson aims, and (3) a teaching plan & rationale paper. **These assignments may be utilized by the student to complete the teaching presentation assignment.**

A description of these three assignments appear below:

1. *Exegetical Paper*

Students will write 5-page historical-context or exegetical paper on a passage of Scripture that they will develop into a lesson plan later in the semester. The paper should include

information on the book of the Bible – its author, dating, purpose, major themes, etc. (no more than a page of the paper content) and specific explanation and implications of the selected passage. Students should consult at least 5 scholarly sources outside of the required textbooks to support the content of the paper. Students should use section headings in their papers and a set of sample headings appear below:

- ✓ *Bible Book Information*: Author, Dating, Purpose, Major Themes, etc.
- ✓ *Text Observations*: What does the text say? Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?
- ✓ *Text Interpretation*: What was the intended meaning of the text to the original audience?
- ✓ *Biblical Principle*: What is the timeless biblical truth from the text?
- ✓ *Life Application*: How does the biblical truth of the text apply to a believer in Christ? How does the biblical truth of the text apply to a non-believer in Christ?
- ✓ *Life Transformation*: Based on the timeless biblical truth, what must a believer do or change? How should or could a non-believer respond to the biblical truth of the text?

2. *Teaching Idea and Lesson Aims*

Students will submit a **one-page paper** with one teaching idea and three lesson aims (cognitive, affective, and psychomotor/behavioral) for the selected passage of Scripture researched in the exegetical paper. Students may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) **or** students may use The Transformational Bible Study format provided in *Teaching that Transforms* (p.161) by completing items #7 (main point of passage), #8 (list of principles/biblical truths), & #9 (action of obedience).

3. *Teaching Plan*

With the selected Scriptural text of the exegetical paper, students will write **a detailed lesson plan** to teach in a particular ministry setting. Lesson plans should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the **HBLT teaching model** presented in *Creative Bible Teaching* **or** the **Star Model Adult Lesson Plan – Appendix E** in *Teaching that Transforms*. In addition to the detailed lesson plan, the student will be required to write **a rationale** for each area of the lesson plans. These following are the minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults).
- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
- The usage of at least 8 sources other than the required textbooks to support rationale paper content. Appropriate sources are scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

Course Policies

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

Blackboard: The student is responsible to check Blackboard for grades, assignments, course documents and announcements. The student is responsible for maintaining current information regarding e-mail address on the Blackboard system and Self Serve.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Assignment Submission

Assignments are due on the date indicated in the “Assignments and Evaluation Criteria” section of the syllabus. Assignments not submitted *via Blackboard by the assigned date* are considered *late* and will incur *an initial 10-point penalty* and *accumulate a one-point penalty for each additional day*. No assignments will be accepted more than two weeks after the original due date. *If all course assignments are not received by the final unit, a grade of zero is automatically earned for the missing assignments.* Assignments should **not** be e-mailed to the professor.

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Netiquette: Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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.

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: 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.

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 notification via Blackboard.

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. The student is responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. Students must do the proper paperwork to ensure that they will not receive a final grade of "F" in the course if they choose not to engage online once they are enrolled in the course.

Grading Scale

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

Course Evaluation

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

- Teaching Methods Article/Website* 9%
- Textbook Reading* 11%
- Bible Teaching Assessment Tool* 8%
- Bible Teaching Assessment Rationale* 7%
- Blackboard Discussion Board* 15%
- TWO Teaching Presentations & TWO Papers** 50% (*each* presentation & paper is 25%)

Course Schedule

*Tentative Class Schedule

Teaching Units	Course Topics	Assignments Due
Introduction June 1 – June 7 Due: June 7 by 11:58pm	Course introduction; Syllabus Learning Experiences	1. Review Course Syllabus. 2. Introduce yourself to the class. 3. Complete Discussion Board: Write a short autobiography of <i>yourself as a learner</i> (200-300 words). Include reflections on teachers or peers who supported you, your accomplishments, and turning points or times when you showed resilience and determination to learn.

Teaching Units	Course Topics	Assignments Due
Unit 1 June 1 – June 7 Due: June 7 by 11:58pm	Review of Learning Theory Learner Motivation	<ol style="list-style-type: none"> 1. Read Chapters 6-7 from <i>Teaching that Transforms</i>. 2. Read Chapters 6-7 & 14-15 from <i>Creative Bible Teaching</i>. 3. Complete Discussion Board: Read <i>at least 6</i> of the learner autobiographies posted by your classmates. As you read, look for commonalities in the learner biographies and then write a brief description (200-300 words) of a <i>typical adult learner</i> based on what you read. 4. Review the descriptions to see if the class as a whole are in agreement about the characteristics of a typical adult learner. (<i>Feel free to comment about the descriptions, but additional postings beyond the initial description post are not required</i>).
Unit 2 June 8 – June 14 Due: June 14 by 11:58pm	Review of Learning Objectives Instructional Learning Theory	<ol style="list-style-type: none"> 1. Read Chapters 8 & 11 from <i>Creative Bible Teaching</i>. 2. Read Appendix G from <i>Teaching that Transforms</i>. 3. Read pp.233-237 from <i>Teaching for Results</i>. 4. Read Chapters 1-3 from <i>Creative Teaching Methods</i>. 5. Complete Discussion Board: Write a 250-300 word description of your “best” teaching-learning experience; just tell the story of what took place. 6. Read <i>at least 6 of your classmates’ stories</i> and generate a list of <i>underlying instructional themes and attributes</i> working behind the scenes of these teaching-learning experiences. Post your list.
Unit 3 June 8 – June 14 Due: June 14 by 11:58pm	Review of Teaching Methods Teaching Evaluation and Teacher Skill Improvement	<ol style="list-style-type: none"> 1. Read Chapters 13, 19, & 20 from <i>Creative Bible Teaching</i>. 2. Read Chapters 1-3 from <i>Teaching for Results</i>. 3. Upload the Teaching Methods Articles/Website using the assignment link for professor grading. 4. Complete Discussion Board: Upload your Teaching Methods Articles/Website assignment to the Discussion Board for your peers to benefit and comment. 5. Respond to <i>at least 3</i> of your classmates’ assignments by providing <i>at least one comment of agreement</i> and <i>at least one comment of disagreement</i> regarding the content presented in the assignment about each of the teaching methods.
Unit 4 June 15 - June 21 Due: June 21 by 11:58pm	Review of Lesson Aims Drama: A Teaching Method	<ol style="list-style-type: none"> 1. Read Chapters 4-5 from <i>Teaching for Results</i>. 2. Read Chapter 4 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board: Respond to the following question: How does the use of drama as a teaching method assist a teacher in accomplishing the three lesson aims (cognitive/knowledge, affective/inspiration, and psychomotor/conduct)? Response should be 250-400 words.

Teaching Units	Course Topics	Assignments Due
Unit 5 June 15 - June 21 Due: June 21 by 11:58pm	Bible Teaching Evaluation	<ol style="list-style-type: none"> 1. Read Chapter 6 from <i>Teaching for Results</i>. 2. Read Chapter 5 from <i>Creative Teaching Methods</i>. 3. Upload the Bible Teaching Assessment Tool using the assignment link for professor grading. 4. Upload the Bible Teaching Assessment Rationale using the assignment link for professor grading. 6. Complete Discussion Board: Upload your Bible Teaching Assessment Tool to the Discussion Board for your peers to critique. 5. Respond to at least 3 of your classmates' assignments by providing at least one comment of agreement and at least one comment of disagreement regarding the content emphasized or content missing from their assessment tool.
Unit 6 June 22 - June 28 Due: June 28 by 11:58pm	Making the Bible Lesson Personal	<ol style="list-style-type: none"> 1. Read Chapters 7-8 from <i>Teaching for Results</i>. 2. Read Chapter 6 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board: To make a lesson personal a teacher may use a real life situation. One mistake in using a life situation occurs when the teacher makes suggestive alternatives because this action limits the thinking of the class. Do you agree or disagree with this statement? Explain why.
Unit 7 June 22 - June 28 Due: June 28 by 11:58pm	The Focus of the Lesson Plan	<ol style="list-style-type: none"> 1. Read Chapters 9-10 from <i>Teaching for Results</i>. 2. Read Chapter 7 from <i>Creative Teaching Methods</i>. 3. Complete Reading Verification via Blackboard. 4. Complete Discussion Board: Bredfeldt/Lawrence encourage attempting three aims per lesson, yet Edge, states that it is unwise for a teacher to have an inspiration aim, knowledge aim, and behavior aim in the same lesson. He suggests one aim per lesson. With whom do you most agree and why?
Unit 8 June 29 – July 5 Due: July 5 by 11:58pm	Teaching for Knowledge Aim	<ol style="list-style-type: none"> 1. Read Chapters 11-13 from <i>Teaching for Results</i>. 2. Read Chapters 8 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board #1: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student's Bible Teaching Assessment Tool to rate the student's teaching. Post the rating and comments on the Discussion Board. 6. Complete Discussion Board #2: A knowledge aim is a lesson aim in which the teacher seeks to lead the class in a systematic study of a significant portion of Bible material with the desire for the learner to understand and apply that material. After viewing each teaching video, could you determine

Teaching Units	Course Topics	Assignments Due
		the knowledge aim of the lesson? Post your thoughts of the intended knowledge aim for each of the teaching sessions. Compare your thoughts to others.
Unit 9 June 29 – July 5 Due: July 5 by 11:58pm	Using Discussion to Teach	<ol style="list-style-type: none"> 1. Read Chapter 14 from <i>Teaching for Results</i>. 2. Read Chapter 9 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board #1: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student’s Bible Teaching Assessment Tool to rate the student’s teaching. Post the rating and comments on the Discussion Board. 6. Complete Discussion Board #2: Discussion is a vital teaching method to engage learners. Various types of discussion are described in your text. After viewing each teaching video, what types of discussion, if any, were incorporated in the teaching session? Post your thoughts about how discussion contributed to learner understanding or how discussion was used ineffectively for each of the teaching sessions.
Unit 10 July 6 – July 12 Due: July 12 by 11:58pm	Peer Analysis of Teaching	<ol style="list-style-type: none"> 1. Read Chapter 15 from <i>Teaching for Results</i>. 2. Read Chapter 10 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student’s Bible Teaching Assessment Tool to rate the student’s teaching. Post the rating and comments on the Discussion Board.
Unit 11 July 6 – July 12 Due: July 12 by 11:58pm	Using Creative Writing to Teach the Bible	<ol style="list-style-type: none"> 1. Read Chapter 16 from <i>Teaching for Results</i>. 2. Read Chapter 11 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board #1: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student’s Bible Teaching Assessment Tool to rate the student’s teaching. Post the rating and comments on the Discussion Board. 6. Complete Discussion Board #2: Creative writing is

Teaching Units	Course Topics	Assignments Due
		<p>an underutilized teaching method. Various types of creative writing are described in your text. After viewing each teaching video, how could the teacher have incorporated creative writing in the Bible teaching session? Post your thoughts about how to incorporate creative writing in the lesson for each of the teaching sessions.</p>
<p>Unit 12 July 13 – July 19</p> <p>Due: July 19 by 11:58pm</p>	<p>Improving as a Teacher and Peer Analysis of Teaching</p>	<ol style="list-style-type: none"> 1. Read Chapter 17 from <i>Teaching for Results</i>. 2. Read Chapter 12 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board #1: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student’s Bible Teaching Assessment Tool to rate the student’s teaching. Post the rating and comments on the Discussion Board. 6. Complete Discussion Board #2: Self-examination is an important skill for teachers, but so is peer-analysis. After viewing each teaching video, provide your classmate with a critical analysis of the effectiveness or ineffectiveness of the teaching session. Be specific – teacher preparedness, method usage, learner engagement, etc. Post a critical analysis for each teaching session.
<p>Unit 13 July 13 – July 19</p> <p>Due: July 19 by 11:58pm</p>	<p>Using Art to Teach the Bible</p>	<ol style="list-style-type: none"> 1. Read Chapter 18 from <i>Teaching for Results</i>. 2. Read Chapter 13 from <i>Creative Teaching Methods</i>. 3. Complete Discussion Board #1: Selected students upload the Video of their Bible Teaching Session to the Discussion Board. 4. Selected students upload their Bible Teaching Assessment Tool to the Discussion Board. 5. ALL students should view the videos of their classmates teaching the Bible and use the corresponding student’s Bible Teaching Assessment Tool to rate the student’s teaching. Post the rating and comments on the Discussion Board. 6. Complete Discussion Board #2: Art is a powerful teaching method. After viewing each teaching video, describe ways the teacher could have used art in the Bible teaching session? Post a response for each of the teaching sessions.
<p>Unit 14 July 20 – July 24</p> <p>Due: July 24 by 11:58pm</p>	<p>Technological Advancement and Its Impact on the Teaching-Learning Experience</p>	<ol style="list-style-type: none"> 1. Read Chapter 14 from <i>Creative Teaching Methods</i>. 2. Complete Discussion Board: The Internet has impacted the teaching-learning experience. How are you using the Internet to teach the Bible? In what ways have you challenged yourself to learn new

Teaching Units	Course Topics	Assignments Due
Friday, July 24 is the last day of the course. Students lose access to Blackboard.		<p>technology to increase your effectiveness at teaching the Bible? How has the Internet expanded your capacity to teach the Bible globally?</p> <p>3. Complete Reading Verification via Blackboard.</p> <p>4. Complete the Course Evaluation via Blackboard.</p>

*The professor reserve the right to make changes to the schedule as needed.

**Students are responsible for all assigned readings. All readings may not be covered in class.

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.

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Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.

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