



Teaching Practicum CEEF 6211

New Orleans Baptist Theological Seminary

Christian Education Division

March 23-25, 2015

Donna B. Peavey, B.S., M.R.E., Th.M., Ph.D.

Professor of Christian Education 504-282-4455, x. 3741

Dodd 109

dpeavey@nobts.edu

Grader: Kathy Frady, B.A., B.S.E., M.A.C.E., M.S.E., Th.M.

peaveygrader@gmail.com

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.

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 course is designed to provide the student with 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 worshiping 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. *Interpersonal Relationships*: To perform pastoral care effectively, with skills in communication and conflict management.
3. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
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

By the end of the course, you should be able to:

1. 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.
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. 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. (ISBN: 978-0310-25966-4)
- 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 prerequisite to this course is Teaching the Bible CEEF6310. Therefore, the initial topics of study for this course will be a brief review of the teaching-learning process, teaching plan development, domains of learning, and writing learning objectives for the purpose of transitioning to selection of age-appropriate teaching methods, development of teaching plans, delivery of teaching plans and evaluation of delivery and teaching plans.

Teaching Method

This course will emphasize active learning, project-based learning, and interactive peer review with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student. Students will be responsible for class presentations and constructive feedback on teaching methods throughout the course.

Delivery Format

This course will be delivered as a workshop course, March 23-5, 2015.

Assignments and Evaluation Criteria

You are expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

1. *Exegetical Paper*: (15%)

Due: **March 23**

Note: The exegetical paper developed in CEEF6310 Teaching the Bible should be used for this assignment.

You will write a 3 to 5-page historical-context or exegetical paper on a passage of Scripture that you will develop into a lesson plan. 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. You should consult *at least 4 scholarly sources* outside of the required textbooks to support the content of the paper. You should use *section headings* in your paper. 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 truth from the text?
- *Life Application*: How does the text apply to a believer in Christ?, How does the text apply for a non-believer in Christ?
- *Life Transformation*: Based on the biblical principle, what must a believer do or change? How should/could a non-believer respond to the biblical principle?

This assignment is related to SLO #1.

2. *Teaching Idea and Lesson Aims*: (10%)

Due: **March 23**

You 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. You should review pp.133-47 of *Creative Bible Teaching* and use the format of the lesson aims provided on page 143; you should also review pp. 168-71; 205-13; 229-31 of *Teaching that Transforms* and use the format of the lesson objectives on pages 291-93: Appendix E. *This assignment is related to SLO #3.*

3. *Teaching Plan and Rationale Paper*: (Plan – 15%, Rationale- 10%=25%) Due: **March 23**

Note: The Teaching Plan created in the course CEEF6310 Teaching the Bible should be used for this assignment.

(a)With the selected scriptural text of the exegetical paper, you will write a detailed lesson plan to teach in a particular ministry setting. The lesson plan should be written so 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* (pp.164-5) or the STAR Model Adult Lesson Plan (Appendix E, pp.291-3) in *Teaching that Transforms*.

- 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) or the STAR Model format (Appendix E) in *Teaching that Transforms*.

(b You will write *a rationale* for each component area of the lesson plan. The rationale should be a minimum of 4 pages double spaced, 12pt. font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.

- The usage of at least 4 sources other than the required textbooks to support rationale. *This assignment is related to SLO #3.*

4. *Bible Teaching Assessment Tool*: (10%)

Due: **April 10**

You will create a Bible Teaching Assessment Tool for participants of a Bible study to assess a Bible teaching session. The questions on the teaching assessment tool should include at least four areas: (1) the lesson content and methods, (2) the teacher, (3) the students, and (4) the environment. The Bible Teaching Assessment Tool should communicate your attitude and values

regarding effective teaching and learning, based upon your knowledge of the teaching/learning process. The Tool *must be created by you* and not be a reproduction of an existing tool. *This assignment is related to SLO #2.*

5. Bible Teaching Assessment Tool Content Rationale: (5%) Due: April 10

After the Bible Teaching Assessment is completed, you will write a *2 to 3-page* rationale providing support for the content areas and questions of the assessment tool. *This assignment is related to SLO #2.*

6. Teaching Presentation: 25% (20% presentation, 5% BTAT evaluations)

After the Workshop:

Due: April 15

(a) You will prepare and conduct one Bible teaching session using the teaching plan you developed and upload it to YouTube. Instructions will be given during the workshop.

The following guidelines should be followed in preparing for this presentation:

- Video should include footage prior to the arrival of the learners. Demonstrate room set-up, visual aids/equipment, and any other aspects of the learning environment.
- Video should include all components of the teaching time from start to finish. Everything mentioned in the teaching plan should be present on the video.
- Video and audio should be of high quality.
- Copies of any handouts, worksheets, group activity instructions, or other materials used in the teaching time should be posted to Blackboard on the Discussion Board.

(b) You will complete the Bible Teaching Assessment Tool that you developed for each presentation.

- Save each completed Tool as a separate document in the following form:
name.presentation
- Email the completed Tool to the student and cc the professor
- **Due: April 27**

This assignment is related to Student Learning Outcome #3.

7. Textbook Reading: (6%)

Due: See Schedule

You will read the required texts by following the reading schedule.

Completion of reading is intended to improve understanding of course content, enhance online discussion, and maintain course participation. and enhance discussion participation. The professor reserves the right to monitor reading through a variety of means, such as online quizzes and discussion forums.

8. Class Participation: (5%)

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. Discussion questions will be posted on Blackboard to correspond with weekly reading. You are expected to interact with one another in each thread. Discussion Boards will open on Monday - you should respond to the professor's thread by Wednesday at 5:00 p.m. CST and two other students by Friday at 5:00 p.m. CST.

Evaluation

Exegetical Paper	15%
Teaching Idea & Lesson Aims	10%
Teaching Plan & Rationale Paper	25%
Bible Teaching Assessment Tool	10%
BTAT Content Rationale	05%
Teaching Presentation/BTAT	25%
Textbook Reading/Participation	10%

Course Schedule

Course Schedule:

Monday	1-4	Introductions – Review of Syllabus and Assignments Review HBLT, and STAR model
	6-9	Methodology Research and Presentation Development
Tuesday	9-12	Methodology Presentations
	1-4	Teaching the Class (Richards, Chapters 13-18)
Wednesday	8-11	TBA
Week of March 30		Discussion Board: <i>Creative Teaching Methods</i>
Week of April 06:		Discussion Board: <i>Teaching for Results</i>
Week of April 13:		Discussion Board: <i>Creative Bible Teaching</i>
Week of April 20:		Discussion Board: <i>Teaching that Transforms</i>

Course Policies

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.

Absences: Absences are not permitted in an academic workshop. You must see the Dean of Graduate Studies for any exception to this policy.

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.

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.

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.

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.

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 NOBTS 2013-2014 catalog.

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

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.

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.

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.

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.

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.

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 need to enroll in the course on Blackboard.

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.

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.

Office Hours: Monday-Wednesday-Friday 9-12

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com. The grader responds 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.

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 you may need that are able to be provided.

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> .

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.

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.