



Teaching the Bible CEEF6310

January 12-16, 2015

New Orleans Baptist Theological Seminary
Christian Education Division

Rick Yount, Ph.D., Ph.D.

Visiting Professor of Christian Education

ryount@nobts.edu

Cell: (817) 938-1303

The Disciplers' Zone website:

<http://drrickyount.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 and its ministries.

Purpose of the Course

The purpose of this course is to explore 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.

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

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.

Learning Objectives

Learners will demonstrate their understanding of the Biblical model of instruction as exemplified by Jesus Himself by doing such things as . . .

- . . . explaining the domains of learning
- . . . explaining the elements of the Christian Teachers' Triad and Disciplers' Model
- . . . differentiating between teaching and discipling
- . . . analyzing a selected passage of Scripture for memory, explanation, or testimony
- . . . synthesizing a ten-minute Teaching Plan
- . . . evaluating the teaching plans and practices of fellow students

Learners will demonstrate appreciation for using a variety of instructional theories in local church teaching ministry by sharing discoveries with class members and their church.

Learners will demonstrate skill in lesson plan design by producing a ten-minute teaching plan that follows guidelines given in class: proper targeting of domain, appropriateness of content for the audience, and proper exegesis of Scripture.

Required and Optional Texts

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

Required Texts

- 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)
- Yount, William. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008.

Optional Texts

- 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)

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

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: biblical models of instruction, Scripture exegesis, lesson plan development, examination of educational theories, teaching-learning process, learning objectives, teaching methods, and lesson plan evaluation.

Teaching Method

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

Delivery Format

The course will be delivered in the bi-weekly semester-long format with 8 class sessions.

Note: This course has been re-formatted to fit the Workshop Format, including pre-course reading and writing assignments, on-campus focus on lesson-planning and teaching skills development, and post-course teaching plan and observation assignments. Details will be posted on the course Blackboard site 4 weeks prior to the course (Monday, December 15).

Workshop Assignments

Overview of Assignments

Readings, Questions, and Answers (Pre-Workshop)

In the month leading up to the course, you will read several passages of the course texts and answer questions in written form for submission. This reading and writing will provide you a foundation for the classwork we will do.

Exegetical Paper (Pre-Workshop)

You will prepare an exegesis (analysis) of a short passage for use in developing your Teaching Plan.

These two pre-workshop assignments make up 30% of your grade, so give yourself time to read and answer well, and to exegete your chosen passage. The assignments are due in the provided Blackboard by **Monday, January 12, 9 AM**. Read the separate document "Pre-Workshop Assignments" for details.

Class Participation

You are expected to engage the professor and classmates in course discussions and group activities.

Instructional Objectives

During the workshop, you will learn how writing specific instructional objectives can help you become more effective as a teacher of God's Word and God's people. You will also develop skills at writing instructional objectives for various levels of learning. Tuesday evening assignment.

Teaching Plan

You will develop a teaching plan for your ten-minute Microteach session on Friday. The plan will be

turned in on Friday morning before the Microteach sessions begin. You will receive feedback on your plan the following week and, if necessary, have an opportunity to revise it according to comments. Due **Feb 16**.

Bible Teaching Observation

You will choose a youth or adult Bible study class and evaluate the session based on principles learned in the course. Due **Feb 16**.

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>.

Course Schedule

Teaching the Bible CEEF 6310					
	Monday	Tuesday	Wednesday	Thursday	Friday
8	Pre-Workshop Assignments posted to Blackboard prior to class	7. Presentations	13. Evaluation of Objectives	19. Teaching for knowledge**	25. MicroTeach
9		8. Lesson Planning	14. Learning Readiness	20. Teaching for understanding**	26. MicroTeach
10		9. Learning Levels - Cognitive	15. Target / Conclusion/ Asgnmt	21. Teaching for affect**	27. MicroTeach
11		lunch	lunch	lunch	28. Post-Assignment
12					
1	1. Welcome - Introduction	10. Learning Levels - Affective	16. Teaching for knowledge*	22. Lesson Plan Guidelines	
2	2. <i>Teaching to Transform</i>	11. Writing Objectives	17. Teaching for understanding*	23. Objective Exercise	
3	3. <i>Creative Bible Teaching</i>	12. Practicum	18. Teaching for affect*	24. Learning Readiness Exercise	
4	Dinner	Assignment: Write Objectives	Assignment: Process Plan		
5					
6	4. <i>The Disciples' Model</i>		<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2 Ti 2:15-16 "Do your best ["Study"] to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth. Avoid godless chatter, because those who indulge in it will become more and more ungodly." NIV</p> </div>		
7	5. Group Work (Age Grps)				
8	6. Group Work (Age Grps)		* Demonstrations by professor	** Explanations	
9					

The professor reserves the right to make changes to the schedule as needed.

Absences

For Workshops, seminary policy states that arriving late for class (Monday), leaving early for return home (Friday), or missing class during the week is grounds for failing the course.

Classroom and On-line Decorum

Classroom participation is required for *every class session* due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook (i.e., *no ball caps or flip-flops*).
- To turn off cell phones and not to accept any phone calls during class.
- To use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

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.

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:

<i>Exegetical Paper</i>	15%	<i>pre-course assignment</i>
<i>Textbook Reading and answers</i>	15%	<i>pre-course assignment</i>
<i>Instructional Objectives</i>	10%	<i>course assignment</i>
<i>Teaching Plan</i>	40%	<i>course assignment</i> ^{25/} <i>revision</i> ^{15*}
<i>Class Participation</i>	5%	<i>course assignment</i>
<i>Bible Teaching Observation</i>	15%	<i>post-course assignment</i>
	100%	

**The teaching plan you develop during the week will be graded (with extensive feedback). If it needs to be revised, you can earn up to 15 pts for re-submitting the plan. (If the plan does not need to be revised, you will be given the 15 points).*

Selected Bibliography

- 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.
- Roehlekepartain, Eugene C. *The Teaching Church: Moving Christian Education to Center Stage*. Nashville, TN: Abingdon Press, 1993.
- 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.
- Smith, Wilbur M. *Profitable Bible Study*, 2ed. Natick, MA: W.A. Wilde Company, 1963.
- 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.

_____, 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.