



Teaching the Bible CEEF6310 (Internet)

New Orleans Baptist Theological Seminary
Christian Education Division

Angie Bauman, Ph.D.

Associate Professor of Christian Education

Director of Student Services, North GA Extension Center

abauman@nobts.edu Office: (770) 321-1606 ext. 5

Mobile: (678) 488-7862

NGA Office, 1000 Johnson Ferry Road, Suite C-115, Marietta, GA 30068

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.

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 2015-2016 academic year that Core Value is *Mission Focus*.

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

The course explores the nature of teaching, the Biblical model of instruction, curricular design, the learner's impact upon instruction, theories of practice, and methods of instruction. The expositional process will receive special attention given that it undergirds the teaching process.

Student Learning Outcomes

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

1. Be able to apply your knowledge and comprehension of the Biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Be able to develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

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

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)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3d 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)

Zuck, Roy B. *Spirit-Filled Teaching: The Power of the Holy Spirit in Your Ministry*. Nashville, TN: Word Publishing, 1998.

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 PowerPoint presentations, videos, discussion boards, peer critique, and analysis with the goal of providing balanced engagement of your mind, will and emotion.

Delivery Format

The course will be delivered in an online 8-Week Term format with 14 units.

Assignments and Evaluation Criteria

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

Cognitive Domain of Learning

1. *Exegetical Paper*: (10%)

Due: **Unit 4 February 1**

You will write (*or use previously developed*) **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. You should consult **at least 5 scholarly sources** outside of the required textbooks to support the content of the paper. You should use **section headings** in your paper 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 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?

2. *Textbook Reading & Discussion:* (12%) Due: **Unit 7 February 15**
Due: **Unit 14 March 11**

You 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 discussion participation. You will be asked to indicate their reading percentage of the required text the unit before Spring Break and the last unit of the course. *****Textbook Reading Verification will be conducted via Blackboard (online) and discussion of textbooks concepts will occur via Blackboard Discussion Board (specified units).***

Affective Domain of Learning

3. *Theology & Philosophy of Teaching:* (13%) Due: **Specified Units**
 You will be presented with a questions and educational exercises pertaining to teaching the Bible in which you will have to defend your theology of teaching and your philosophy of the teaching-learning experience. The questions and exercises appear in the **Course Schedule** section of the syllabus and correspond to specific Units. You will respond to this assignment **via Blackboard Discussion Board.**
4. *Student Needs Assessment:* (10%) Due: **Unit 6 February 8**
 You will conduct a **Student Needs Assessment** for a specific age group that either you teach or is in your church by using the “Student Needs Assessment Instrument” in Table 9 of *Creative Bible Teaching* to complete the assignment. Note: *You may complete the Student Needs Assessment on the same age group of your teaching observation assignment to enhance your observation skills and your ability to articulate rationale for your Bible Teaching Observation paper.*
5. *Option #1: Bible Teaching Observation* (20%) Due: **Unit 9 February 22**
OR Option #2: Individual Teaching Video & Teaching Plan (20%)

Option #1: You will observe **a Bible teaching session** in a church, *in-person* not via technology, of a Sunday school class, small group meeting, discipleship class, etc. During the observation time, you should pay attention to **the teacher** – his/her teaching methods, lesson structure, exegesis of Scripture, interaction with those present, application of Scripture, and the “take-away” from the lesson (implication for the participants) and **the students** – their participation, engagement in learning, interaction with teacher, evidence of knowledge learned and expression of “buy-in” to implement lesson content, etc. You will submit a **5-page** written report of the observation, including the following sections:

- a) The setting and target audience of the teaching session (setting – rural, urban, inner city, etc. and demographics of group – # of students, age range, gender, etc.)
- b) A description and diagram of the physical setting in which the teaching was held.

- c) A description of the curriculum or materials used by the teacher (evidence of planning, preparation, and lesson plan development).
- d) Identification of the primary Scripture text taught during the session and the text principle taught.
- e) After the observation, student should verify the exegesis is accurate and the principle is present in text. Did your research of the text align with the teacher you observed?
- f) Describe as many Teaching methods you observed the teacher use in the session.
- g) A summary about students present (# of students, identity engagement in lesson, interaction with teacher, evidence of learning, expression of “buy-in” to principle implementation, etc.)
- h) Things you observed that were excellent and contributed to the teaching-learning experience. Provide explanation of why you endorse (*at least 1 page of content*).
- i) Things you would do differently if teaching this same group and this same passage. Provide rationale for the changes you would make (*at least 1 page of content*).

Option #2: You will *teach others the Bible, in-person* not via technology, for a Sunday school class, small group meeting, discipleship class, etc. During the teaching time, you will **enlist at least 3 people to pay attention to you, the teacher** – your teaching methods, lesson structure, exegesis of Scripture, interaction with those present, application of Scripture, and the “take-away” from the lesson (implication for the participants) and *the students* – their participation, engagement in learning, interaction with you, evidence of knowledge learned and expression of “buy-in” to implement lesson content, etc. In addition to the 3-person group of evaluators, **you MUST video the teaching session** and conduct your own personal evaluation of your teaching. You will submit a **5-page** written report based on the feedback from the 3 people and your own personal viewing of your video. The paper should include the following sections:

- j) The setting and target audience of the teaching session (setting – rural, urban, inner city, etc. and demographics of group – # of students, age range, gender, etc.)
- k) A description and diagram of the physical setting in which the teaching was held
- l) A description of the curriculum or materials used by you (evidence of planning, preparation, and lesson plan development).
- m) Identification of the primary Scripture text taught during the session and the text principle taught.
- n) Describe as many teaching methods you employed in the teaching session.
- o) A summary about students present (# of students, identity engagement in lesson, interaction with you, evidence of learning, expression of “buy-in” to principle implementation, etc.)
- p) Things the 3 people observed that were excellent and contributed to the teaching-learning experience and at least 3 improvements they suggested. Provide explanation to support their observations (*at least 1 page of content*).
- q) Things you would do differently if teaching this same group and this same passage. Provide rationale for the changes you would make (*at least 1 page of content*).

Psychomotor Domain of Learning

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

Due: **Unit 8 February 15**

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 your exegetical paper. You 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).

NOTE: Rough Draft of Teaching Idea & Lesson Aims – uploaded Unit 6 February 8.

7. *Teaching Plan and Rationale Paper: (25%)*

Due: **Unit 13 March 7**

With the selected Scriptural text of the exegetical paper, you will write **a detailed lesson plan** to teach in a particular ministry setting. Your lesson plan should be written such that a person would be able to teach the 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, you will be required to write **a rationale** for each area of the lesson plan. 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.

NOTE: Rough Draft of Teaching Plan – uploaded Unit 11 February 29

***This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is in the Blackboard course shell. The assessment rubric for the course's student learning outcomes is attached to the syllabus. Please complete the assignment according to these rubrics.

Course Policies

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

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

***Blackboard Discussion Board Involvement:** You are expected to reflect on the reading and presentations in each unit through Blackboard Discussion. In order to get credit for your involvement in Blackboard Discussion, you 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 you have had in a ministry that relates to the topic.

Technical Support: Need technical assistance? Contact the ITC:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180 - Call for any technical questions/support requests.

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

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*. Late assignments are due no later than the final day of class, *no exceptions*. *If all course assignments are not received by the final day of class, 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 via the NOBTS web site and located in the NOBTS library.

Netiquette: Appropriate Online Behavior. You are expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. You are 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 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 your satisfactorily completion of the following:

<i>Exegetical Paper</i>	10%
<i>Textbook Reading & Discussion</i>	12% (includes Discussion Board text questions)
<i>Theology & Philosophy of Teaching</i>	13% (includes Discussion Board course exercises)
<i>Student Needs Assessment</i>	10%
<i>Bible Teaching Observation</i>	20%
<i>Teaching Idea & 3 Lesson Aims</i>	10%
<i>Teaching Plan & Rationale Paper</i>	25%

Course Schedule

Teaching Units	Course Topic	Assignments Due
<p>Course begins on Tuesday, January 19</p> <p>Unit 1</p> <p>Due: January 25 by 11:58pm</p> <p>NOTE: You will complete 2 units per week in the 8-week term format.</p>	<p>Syllabus Reading via Blackboard</p> <p>Introductions via Blackboard Wiki</p> <p>Personal Reflection via Blackboard Discussion Board</p>	<ol style="list-style-type: none"> 1. Review the syllabus & submit any questions to the professor 2. Introduce yourself via Blackboard Wiki link 3. Complete Discussion Board: Tell the class about your favorite teacher – what do you remember about the teacher? What did he or she teach you? What qualities of that teacher would you like to develop?
<p>Unit 2</p> <p>Due: January 25 by 11:58pm</p>	<p>The Nature of Teaching</p> <p>Why Teach the Bible?</p>	<ol style="list-style-type: none"> 1. Read Chapters 1, 2, and 5 from <i>Teaching Ministry of Church</i>. 2. Read pp. 153-158 and Appendix D from <i>Teaching that Transforms</i> 3. Blackboard Discussion Board: Respond to the following theology of teaching question: <i>Discuss the proper relationship between dependence on the Holy Spirit and the use of “teaching techniques” in Bible teaching.</i>

Teaching Units	Course Topic	Assignments Due
Unit 3 Due: February 1 by 11:58pm	Biblical Models of Instruction Scripture Exegesis	<ol style="list-style-type: none"> 1. Read Chapters 1-5 from <i>Creative Bible Teaching</i> and 2. Read Chapters 1-5 from <i>Teaching that Transforms</i> 3. Read Chapter 12 from <i>Teaching Ministry of Church</i> 4. Blackboard Discussion Board: In the past when you have been enlisted to teach others the Bible, <i>describe the process you use to study the passage of Scripture</i> and present <i>the template or format you use to prepare a teaching outline or teaching plan.</i> 5. Provided constructive feedback for at least 2 classmates' bible study process and teaching plan template.
Unit 4 Due: February 1 by 11:58pm	Theories of Education Teaching and Learning	Exegetical Paper Due <ol style="list-style-type: none"> 1. Read Chapters 6-7 from <i>Creative Bible Teaching</i> 2. Read Chapters 6-7 and Appendices A, B, C, & H from <i>Teaching that Transforms</i> 3. Read Chapters 7 and 11 from <i>Teaching Ministry of Church</i> 4. Blackboard Discussion Board: Respond to the following theology of teaching question: <i>Discuss the importance of “building relationships” as a part of the teaching process? How do “relationships” enhance Bible teaching and personal sharing?</i>
Unit 5 Due: February 8 by 11:58pm	Jesus as Master Teacher	<ol style="list-style-type: none"> 1. Read Chapters 3, 4, and 6 from <i>Teaching Ministry of the Church</i> 2. Blackboard Discussion Board: Respond to the following philosophy of teaching questions: Review the ways Jesus taught and describe a method Jesus used that is “new” to you, meaning you never utilized before. How could you implement this teaching method into your teaching ministry? 3. Provided responses to at least 2

Teaching Units	Course Topic	Assignments Due
Unit 6 Due: February 8 by 11:58pm	Learning Objectives	<p>classmates' teaching method implementation suggestions.</p> <p>Student Needs Assessment Due</p> <ol style="list-style-type: none"> 1. Read Chapter 8 from <i>Creative Bible Teaching</i> 2. Read Chapter 13 from <i>Teaching Ministry of Church</i> 3. Read pp. 158-171; 291-293 from <i>Teaching that Transforms</i> 4. Upload ROUGH DRAFT of Teaching Idea & Lesson Aims Format of the lesson aims provided in <i>Creative Bible Teaching</i> (p.143) or The Transformational Bible Study format provided in <i>Teaching that Transforms</i> (p.161) by completing items #7 (main point of passage), #8 (list of biblical truths), #9 (action of obedience). 5. Blackboard Discussion Board: Provided constructive feedback for at least 2 classmates' teaching idea & lesson aims.
Unit 7 Due: February 15 by 11:58pm	Lesson Plan Development Hook-Book-Look-Took Method STAR Model for Adult Learners	<p>Reading Verification Due You should complete reading verification via Blackboard.</p> <ol style="list-style-type: none"> 1. Read Chapters 9-11 from <i>Creative Bible Teaching</i> 2. Read Chapters 8-13 from <i>Teaching that Transforms</i> 3. Blackboard Discussion Board Prepare a HOOK activity (HBLT method) or a RELEVANCE activity (STAR model) for your end of semester lesson plan that serves to connect/engage the learner. Post your scripture passage, audience age, and HOOK activity or RELEVANCE activity to Discussion Board. 4. Provide constructive feedback for at least 2 other classmates' activity.
Unit 8 Due: February 15 by 11:58pm	Teaching Methods	<p>Teaching Idea/3 Lesson Aims Due</p> <ol style="list-style-type: none"> 1. Read Chapter 11 from <i>Creative Bible Teaching</i> 2. Read Appendix G (pp. 294-327)

Teaching Units	Course Topic	Assignments Due
		<p>from <i>Teaching that Transforms</i></p> <ol style="list-style-type: none"> 3. Select a TEACHING METHOD and write an activity for a specific audience to teach Philippians 3:12-21. Only one method per student; no duplicate methods presented. 4. Blackboard Discussion Board: Upload activity preparation, include all necessary resources and detailed instructions to execute activity. 5. Provided constructive feedback for at least 2 classmates' teaching method activity.
<p>Unit 9 Due: February 22 by 11:58pm</p>	<p>Great Teaching Practices Learner Motivation</p>	<p>Bible Teaching Observation Due</p> <ol style="list-style-type: none"> 1. Read Chapter 13 - 14 from <i>Creative Bible Teaching</i> 2. Read Chapter 14 from <i>Teaching Ministry of Church</i> 3. Read Chapter 9 from <i>Teaching that Transforms</i> 4. Blackboard Discussion Board: Respond to the following theology of teaching questions: <ol style="list-style-type: none"> a. Identify at least 2 teaching principles that you either have never thought of before this course or that you need to begin applying in your teaching. b. What type of motivation is most important for teaching-learning? To which do you respond most favorably?
<p>Unit 10 Due: February 22 by 11:58pm</p>	<p>Evaluating Curriculum</p>	<ol style="list-style-type: none"> 1. Read Chapters 6 and 19 from <i>Teaching Ministry of Church</i> 2. Read Chapter 12 <i>Creative Bible Teaching</i> 3. Blackboard Discussion Board: Go online and review a curriculum resource from one of the major publishers or complete a review of a curriculum your church uses. Evaluate the resource using the checklist provided on pp. 374-375 of <i>The Teaching Ministry of the Church</i>. 4. Post the name of the resource you

Teaching Units	Course Topic	Assignments Due
		evaluated, the name of the publisher, the copyright year and your overall rating of the resource based on your checklist scoring with at least a paragraph of the rationale for your scoring.
Unit 11 Due: February 29 by 11:58pm	Lesson Plan Evaluation Hook-Book-Look-Took Method STAR Model for Adult Learners	ROUGH DRAFT of Teaching Plan Due <ol style="list-style-type: none"> 1. Read Chapters 8-10 from <i>The Teaching Ministry of the Church</i> 2. Post the Rough Draft of your Teaching Plan in the Unit 11 Discussion Board. 3. Blackboard Discussion Board: Provided constructive feedback for at least 2 classmates' Teaching Plan by allowing other students to review, make suggestions, and/or affirm your progress. 4. Upload your Rough Draft of your Teaching Plan in the Grade Center – use assignment link.
Unit 12 Due: February 29 by 11:58pm	Developing Bible Teachers in the Church (preschool & children)	<ol style="list-style-type: none"> 1. Read Chapters 15-16 from <i>The Teaching Ministry of the Church</i> 2. Read Chapters 17-18 from <i>Creative Bible Teaching</i> 3. Blackboard Discussion Board: <ol style="list-style-type: none"> a. What process does your church have to get parents to become the teachers of spiritual truths to their preschoolers & children? b. What role does a teacher play in the life of a child? Why is it important for the teacher to encourage biblical learning? 4. Provided responses to at least 2 classmates' church process and their opinion about the role of the teacher.
Unit 13 Due: March 7 by 11:58pm	Developing Bible Teachers in the Church (youth & adult)	Final Teaching Plan & Rationale Due <ol style="list-style-type: none"> 1. Read Chapters 17-18 from <i>The Teaching Ministry of the Church</i> 2. Read Chapters 15-16 from <i>Creative Bible Teaching</i> 3. Blackboard Discussion Board: <ol style="list-style-type: none"> a. Describe the “ideal” atmosphere for youth learning?

Teaching Units	Course Topic	Assignments Due
		b. What changes would you have to make in your teaching to implement some of the tenets of andragogy?
Unit 14 Due: March 11 by 11:58pm <i>Course closes and you lose access to course on March 17</i>	Structuring and Evaluating the Teaching Ministry of the Church	Reading Verification Due 1. Read Chapters 20-23 from <i>The Teaching Ministry of the Church</i> 2. Read Chapter 19 from <i>Creative Bible Teaching</i> 3. Blackboard Discussion Board: a. Describe the <i>evaluation process</i> or the governing principles your church employs to evaluate the teaching/education ministry. b. Discuss <i>the plan</i> your church has <i>for equipping believers</i> to fulfill the educational mandate of the local church called the Great Commission through teaching the Bible.

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

**You are responsible for all assigned readings.

Last revised December 8, 2015

STUDENT NEEDS ASSESSMENT INSTRUMENT			
Target Group:			
Assessment Date:		Assessed by:	
General Age Group Characteristics		Age Level: _____	
Gender: ___ Males Only ___ Females Only ___ Mixed Group			
Physical:	Cognitive:	Psychosocial:	Spiritual:

STUDENT NEEDS ASSESSMENT INSTRUMENT

Characteristics of the Ministry Setting

Kind of Group (Indicate the agency and type of ministry in which the teaching is to take place):

Size of Group (Indicate the number of students who are anticipated or attend regularly):

Social-cultural Characteristics of Group (type of community, ethnicity, types of employment, economic level, community size, etc.):

Spiritual Maturity Level of Students:

Specific Group Characteristics

Interests:

Abilities:

Limitations:

Observed Needs:

Points of Ministry Contact

LESSON PLANNING WORKSHEET

Date: Mon Day Year	Location: <i>Anywhere Baptist Church</i>	File Under: <i>subject label</i>
---	---	---

Target Group: Define the Bible Study Group(s)

Passage:

Cross-reference:

Exegetical Idea:

Pedagogical Idea:

Lesson AIM(s)

Cognitive (Head)

The students will

Affective (Heart)

The students will

Behavioral (Hands)

The students will

Hook:

<p>Book: Content Outline</p> <p>Background</p> <p>Truth</p> <p>Application</p>	<p>Methodology</p>
<p>Look:</p> <p>1.</p>	
<p>Took:</p>	
<p>Evaluation:</p>	

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.

- 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.
- Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciples*. Nashville, TN: Broadman & Holman, 2007.
- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

Competency Assessment Rubric for:

CEEF6310: Teaching the Bible

Student Name _____ Semester _____

Student Learning Outcomes:

1. Be able to apply your knowledge and comprehension of the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction based upon differing theories of practice to provide a foundation for the practice of Christian Education in the local church.
2. Value the use of instructional theory in the local church teaching ministry.
3. Be able to develop and evaluate teaching plans targeting the learning domains, exhibiting appropriateness both for the lesson content and lesson audience, and demonstrating proper exegesis of the Scripture passage.

Assignment Description:

Teaching Plan and Rationale Paper: (25%)

With the selected Scriptural text of the exegetical paper, you will write *a detailed lesson plan* to teach in a particular ministry setting. Your lesson plan should be written such that a person would be able to teach the 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, you will be required to write *a rationale* for each area of the lesson plan. The 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.

This assignment is an embedded assignment that will be completed by all students for all sections of the course. The rubric for assessing this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

Domain	Level	Failure (0 Pt)	Basic (1 Pt)	Competent (2 Pts)	Good (3 Pts)	Excellent (4 Pts)
Understanding	Able to understand the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction.					
Application	Able to apply knowledge and comprehension of the biblical model of instruction as exemplified by Jesus Himself, the domains of learning, and a variety of different methods of instruction for the practice of Christian Education in the local church.					
Communication	Able to communicate through a teaching plan and rational paper the appropriateness of the lesson content for the lesson audience, and the proper exegesis of the Scripture passage.					