



Teaching the Bible CEEF6310

New Orleans Baptist Theological Seminary
Christian Education Division

Donna B. Peavey, BS, MRE, ThM, PhD

Professor of Christian Education dpeavey@nobts.edu

Director of Innovative Learning

Office: (504) 282-4455 ext.3741

Teaching Asst.: Stephanie Cline peaveygrader@gmail.com

Randall L Stone, BS, MRE, ThM, PhD

Associate Professor of Christian Education rstone@nobts.edu

Occupying the J. M. Frost Chair of Christian Education

Chair, Christian Education Division

Office: (504) 282-4455 ext.8105

Teaching Asst.: Michael Wang mdwang3@yahoo.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 the 2016-2017 academic year that Core Value is *Characteristic Excellence*.

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

1. 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 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. 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) Kindle Edition available.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 978-0802416445) Kindle Edition available.

Optional Texts

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 3rd ed. Grand Rapids, MI: Zondervan, 2005. (ISBN: 978-0310492573)

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014. (ISBN: 978-0310517825). Kindle Edition available.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 2003. (ISBN: 978-1590521380) . Kindle Edition available.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 2005. (ISBN: 978-1590524527). Kindle Edition available.

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1999. (ISBN: 978-0805411997). Kindle Edition available.

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

Yount, William. *The Teaching Ministry of the Church*. Nashville: B&H Publishing Group, 2008. (ISBN: 978-0805447378) Kindle Edition available.

Course Teaching Methodology

Units of Study

Biblical models of instruction	Learning objectives
Scripture exegesis	Teaching methods
Lesson plan development	Student evaluation
Examination of educational theories	Lesson plan evaluation and assessment
Teaching-learning process	

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 weekly semester-long format on the main campus.

Assignments and Evaluation Criteria

A rubric for each assignment may be found on Blackboard in Assignment Upload.

1. *Reading Log and Summary*: (10%, 2 reports @ 5% each) Due: 3/21 & 5/9
You will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation.

You will submit a log of completed unit readings as outlined in the course schedule. Reading logs should also contain one summary paragraph and one evaluation paragraph regarding each of the unit reading assignments. Reading logs will be submitted to Blackboard on the course due dates. A *Reading Log Template* will be provided and posted in Blackboard.

This assignment is related to SLO #1.

2. *Exegetical Paper* Due: 3/2
You will write a **5-page exegetical paper** of an assigned passage of Scripture following *Guidelines for an Exegetical Paper (Adapted)* posted on Blackboard. You should consult **a minimum of 5 scholarly sources** outside of the required textbooks to support the content of the paper.

In addition to the primary text exegesis, add the following:

- *Life Application*: How does the text apply to a believer in Christ? How does the text apply for a non-believer in Christ? (1/2 page)
- *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? (1/2 page)

3. *Exegetical Idea and Lesson Aims*

Due: 3/21

You will develop one exegetical idea (Bible Truth), one pedagogical idea (see *Creative Bible Teaching*, Chapter 8 and Table 10) and 2 lesson aims (one cognitive and one psychomotor/behavioral) based on the exegetical paper for each age group (children, youth and adult.)

You may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) **or** 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), and #9 (action of obedience). *This assignment is related to SLO #3.*

4. *Philosophy of Bible Teaching: (10%)*

Due: 3/28

You will write a 2-page paper presenting your basic philosophy of Bible teaching. Include at least one paragraph about each of the following in the teaching/learning process.

- What constitutes excellence in teaching?
- Role of the teacher
- Role of the Holy Spirit
- Role of the learner
- Equipping of the teacher (ongoing)

See <https://bible.org/seriespage/3-developing-philosophy-teaching>

This assignment is related to SLOs #1 & 2.

5. *Bible Teaching Observations: (20%)*

Due: 5/4

You will observe ***Bible teaching sessions*** from two different age groups (children, youth, adult) in a church, *in-person* not via technology, of a Sunday school, small group, 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 interest in further study.

You will submit **two** 3-4-page written reports of the observations, 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) Teaching methods used by the teacher
- f) A summary about students present (# of students, engagement in the lesson, interaction with the teacher and other students, evidence of learning, interest in further study)
- g) Things you observed that contributed to the teaching-learning process

h) 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*)
This assignment is related to SLO #1.

6. *Teaching Plans*: (3@ 20% each= 60%)

Rough Draft Due: 4/20

Final Draft Due: 5/11

Using the assigned biblical text and exegetical paper, you will write **three detailed lesson plans**. Lesson plans should be written such that a person would be able to teach a lesson using only the plan you create. For the purposes of this course, the lesson plan should be constructed according to a *Lesson Planning Template* provided by the faculty instructor. You may consult the HBLT teaching model presented in *Creative Bible Teaching* and the Star Model Adult Lesson Plan – Appendix E in *Teaching that Transforms*. The following are the *minimum* requirements for the lesson plan:

- Each lesson plan should be written according with a specific age group in mind (young children, older children, young students, older students, young adults, median adults, or senior adults). The *Lesson Planning Template* will be posted in Blackboard.
- Appropriate sources should be utilized including scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

A grading rubric will be provided.

This assignment is related to SLO #3.

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 will be provided. Please complete the assignment according to the rubric.

Course Evaluation

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

<i>Reading Log and Summaries</i> (2@ 5%)	10%
Philosophy of Bible Teaching	10%
<i>Bible Teaching Observations</i> (2@ 10%)	20%
<i>Teaching Plans</i> (3@ 15%)	60%

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

Course Schedule

(subject to change)

Units	Course Topic	Assignments Due
Intro 1/24	Introduction of course	
Unit 1 1/26	The Nature of Teaching	
Unit 2 1/31	Biblical Models of Instruction	Rough Draft of Philosophy of Teaching Chapters 1&2 <i>Creative Bible Teaching</i>
2/2	Jesus as Master Teacher	

Units	Course Topic	Assignments Due
Unit 3 2/7	Scripture Exegesis	Chapters 1-5 <i>Teaching that Transforms</i> Appendix D <i>Teaching that Transforms</i> Chapters 3-5 <i>Creative Bible Teaching</i>
Unit 4 2/9	Domains of Learning	
2/14	Domains of Learning	
Unit 5 2/16	Theories of Education (Part 1)	Chapters 6-7 <i>Creative Bible Teaching</i> Chapter 6 <i>Teaching that Transforms</i>
2/21	Theories of Education (Part 2)	Appendices A, B, C, & H <i>Teaching that Transforms</i>
Unit 6 2/23	Teaching and Learning	Chapters 7-10 <i>Teaching that Transforms</i>
2/28	Teaching and Learning	Chapter 14 <i>Creative Bible Teaching</i>
Unit 7 3/2	Bible Truths, Lesson Aims, and Student Learning Outcomes	Exegetical Paper Chapter 8 <i>Creative Bible Teaching</i>
3/7	Bible Truths, Lesson Aims, and Student Learning Outcomes	pp. 158-171; 291-293 <i>Teaching that Transforms</i>
Unit 8 3/9	Lesson Plan Development Hook-Book-Look-Took Method STAR Model for Adult Learners	Chapters 9 <i>Creative Bible Teaching</i> Chapters 8-13 <i>Teaching that Transforms</i>
3/11- 3/19	Spring Break	
3/21	Lesson Plan Development <i>Lesson Planning Template</i>	Reading Log and Summary #1 Exegetical Idea/Lesson Aims
3/23	Teaching Methods	Chapter 11 <i>Creative Bible Teaching</i> Appendix G (pp. 294-327) <i>Teaching that Transforms</i>
3/28	Course Review	Philosophy of Bible Teaching
3/30	Annual Meeting BACE (Baptist Association of Christian Educators)	
Unit 9 4/4	Teaching Preschoolers	Chapter 18 <i>Creative Bible Teaching</i>
4/6	Teaching Children	Chapter 17 <i>Creative Bible Teaching</i>
4/11	Teaching Youth	Chapter 16 <i>Creative Bible Teaching</i>
4/13	Teaching Adults	Chapter 15 <i>Creative Bible Teaching</i>
Unit 10 4/18	Lesson Plan Evaluation Hook-Book-Look-Took Method STAR Model for Adult Learners	Chapter 19 <i>Creative Bible Teaching</i>
4/20	Lesson Plan Evaluation	ROUGH DRAFT of Teaching Plans
Unit 11 4/25	Great Teaching Practices Learner Motivation	Chapter 13 - 14 <i>Creative Bible Teaching</i> Chapter 9 <i>Teaching that Transforms</i>
Unit 12 4/27	Evaluation and Assessment	Chapter 13 <i>Teaching that Transforms</i> Chapter 19 <i>Creative Bible Teaching</i>
5/2	Evaluation and Assessment	
Unit 13 5/4	The Teacher in the Classroom	Bible Teaching Observation Report Chapters 17-18 <i>Creative Bible Teaching</i>
Unit 14 5/9	The Teacher as Learner (The Importance of Continuing Education)	Reading Log and Summary #2 Chapter 20 <i>Creative Bible Teaching</i>
5/11	Final	Final Teaching Plans

Course Policies

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

Absences: You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

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.

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.

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.

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.

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.

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 current NOBTS catalog.

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.

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.

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.

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.

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.

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 be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com or mdwang3@yahoo.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.

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.

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.

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> .

Office Hours: Posted outside professor's office.

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.

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

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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- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
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- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
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- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
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- Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)
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- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.