



## **CEEF6211 Teaching Practicum (Internet)**

New Orleans Baptist Theological Seminary  
Discipleship and Ministry Leadership Division  
Summer 2020

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*The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.*

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### **Purpose of Course**

The purpose of the course is to equip the seminary student to be an effective bible teacher in the local church, creating environments to facilitate learning.

### **Our Core Values**

The seminary has five core values. The focal core value for 2019-2020 is *Spiritual Vitality*. This course supports the five core values of the seminary.

*Spiritual Vitality* – We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

*Biblical Exposition:* to interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

This course will address the following curriculum competencies:

1. *Biblical Exposition:* Students will explore biblical foundations and rationale for teaching ministry in the local church.
2. *Disciple Making:* Students will examine educational issues that play a significant role in the development of faith.
3. *Interpersonal Skills:* Students will develop or improve the skills necessary for communicating well with church members, volunteers, staff, and the church body as a whole.
4. *Spiritual and Character Formation:* Course content will help students address their own spiritual and developmental needs in areas related to teaching.

### **Course Catalog 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**

Upon completion of the course, the student will be able to:

#### **Cognitive**

- Be able to 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.

#### **Affective**

- 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.

#### **Psychomotor**

- Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

### **Textbooks**

#### **Required Texts**

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998

## **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.

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

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3<sup>rd</sup> 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.

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010

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

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998.

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

## **Course Teaching Methodology**

### **Units of Study**

The topics of study in the course are as follows: the teaching-learning experience, learning domains, learning objectives, teaching methods, Bible teaching, and teaching evaluation and improvement.

### **Teaching Method**

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

### **Delivery Format**

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

## **Course Requirements**

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on Sunday evening.

### **1. Textbook Reading (15%)**

**Due: Weekly**

Students will read the required texts by following the weekly reading schedule. Completion of reading each week is intended to improve understanding of course content and enhance

classroom participation. You will be asked to indicate your reading percentage of the required text at the end of the term. **Textbook Reading Verification will be conducted via Blackboard at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcomes.*

## **2. Blackboard Discussion Board (15%)**

**See Course Schedule for Due Dates**

Students will be presented with questions pertaining to learning units in which you will have to respond and interact with your classmates. The questions appear on the **Blackboard Discussion Board**. You are expected to reflect on the reading and presentations in each unit. In order to get credit for involvement in the 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 had in a ministry that relates to the topic. *This assignment is related to the Psychomotor Student Learning Outcomes.*

## **3. Teaching Methods Handouts: (10%)**

**Due: June 21**

Students will locate and read an article or an educational website for **three** of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) lecture, and/or (e) a *method of your choice*. You will create a **one-page handout for each of the three methods**. (You may create the handouts in **one** 3-page document)

Each handout should include:

- Using this teaching method – what is the role of the teacher, the role of the student, and what subject matter or content is “most appropriate”?
- Benefits of the teaching method?
- Limitations, dangers, and/or problems of the teaching method?
- Explain how the teaching method is used in respect to each age level (preschool, children, youth, and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. *This assignment is related to the Cognitive Student Learning Outcome.*

## **4. Teaching Evaluation Tool Rationale (10%)**

**Due: June 28**

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support (3 sources/textbooks) for the content and questions of the assessment tool. The document should contain ten paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcomes.*

## **5. Micro Teach #1 (20%)**

**Due July 5**

Students will conduct a micro-teach (10-15 minutes) of a biblical passage. Possible teaching context include: Sunday School class, home group, or seminary classroom. The lesson plan must be an original plan created by the student. The micro-teach lesson must consist of:

- a. an opening activity
- b. reading the scripture passage
- c. one learning method/activity
- d. a closing activity.

CEEF6310 Teaching the Bible is a prerequisite for this course. You may use one of the lesson plans you wrote for Teaching the Bible.

Micro teach sessions will occur outside of the online environment and **MUST BE VIDEO RECORDED**, from start to finish. **A minimum of 5 participants is required.** Micro teach sessions can be taught by the student at any point during the 8-week term, but each must be submitted by the due date. Students will submit a link to the video recording of Micro Teach #1 on Blackboard discussion board. Submission of your video to discussion board will allow for peer feedback. Students must also submit the lesson plan on Blackboard in the assignment link. **\*\* Begin working on scheduling your teaching sessions immediately \*\***

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. Students need to upload the recorded video to a video sharing website such as YouTube or Vimeo. Students will post a link to the video into the Blackboard discussion board. You will need to create a YouTube account and upload the video. When uploading your video to YouTube, select “unlisted” in the options. Do not choose “public” or “private.” Unlisted videos on YouTube can not be found in a search and therefore remain private.

**5. Micro Teach Reflection Paper #1 (5%)**

**Due July 12**

Students will review the peer feedback and write a **2 to 3-page reflection** of the micro-teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

**6. Micro Teach #2 (20%)**

**Due: July 26**

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage. Follow the same guidelines for Micro Teach #1. *This assignment is related to the Psychomotor Student Learning Outcome.*

**\*\* Begin working on scheduling your teaching sessions immediately \*\***

**7. Micro Teach Reflection Paper #2 (5%)**

**Due: July 31**

Students will review the peer feedback of the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

**Evaluation of Grade**

The student's grade will be computed as follows:

Textbook Reading	15%
Blackboard Discussion	15%
Teaching Methods Handouts	10%
Teaching Evaluation Tool Rationale	10%
Micro Teach & Reflection #1	25%
Micro Teach & Reflection #2	25%
Total	100%

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

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

2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

### Course Policies

#### **Absences**

In the online format, attendance is assessed through completed assignments for each unit: Blackboard discussion and assignment submission by the due date.

#### **Reading Assignments**

Students are responsible for completing all reading assignments.

#### **Professor's Policy on Late Assignments**

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

#### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided using the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

#### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

#### **Grading Scale**

Each student's 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 catalog.

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

#### **Help for Writing Papers at "The Write Stuff"**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. This is the official NOBTS Writing Center help site for writing academic papers and essays: [www.nobts.edu/writing/](http://www.nobts.edu/writing/)

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources. And the YMI resource page ([www.youthministryinstitute.org](http://www.youthministryinstitute.org)) has several helpful links, including a video to help you create page numbers in Microsoft Word.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current graduate online catalog: [http://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](http://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf)

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00pm) on the Wednesday prior to commencement exercises.

### **Special Needs**

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

### **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 on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

### **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](http://www.nobts.edu)

### **Mandatory Evacuation**

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans 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> .

### **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*, 3<sup>rd</sup> 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.

Yount, William R., 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.

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

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

## Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800.662.8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>

Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>
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For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)



[INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)



[FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

# CEEF6211 TEACHING PRACTICUM

## TEACHING EVALUATION TOOL (INSTRUCTOR)

Student Teacher Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Professor Name \_\_\_\_\_

Criterion Scale									
1	2	3	4	5	6	7	8	9	10
(Lowest)									(Highest)

### Application

- 1. USING LEARNING METHODOLOGY (ACTIVITIES) –**  
 How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?  
 Comments: \_\_\_\_\_
- 2. USING APPROPRIATE LEARNING AIDS –**  
 Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?  
 Comments: \_\_\_\_\_
- 3. PLANNING FOR A PERSONAL APPLICATION –**  
 Was there a definite approach to application of the lesson to life? How could the application been more purposeful?  
 Comments: \_\_\_\_\_
- 4. PLANNING FOR FOLLOW-THROUGH –**  
 Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?  
 Comments: \_\_\_\_\_
- 5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –**  
 Were the aims and objectives achieved?  
 Comments: \_\_\_\_\_

### Communication

- 6. PRESENTING THE LEARNING AIMS AND LEARNING OBJECTIVES –**  
 To what extent were you aware of the lesson aim or learning objectives? Would you consider these appropriate for this particular subject?
- 7. CREATING THE LEARNING SITUATION –**  
 How effective was the teacher in gaining attention: Was the transition from the attention pacer (Hook) to the lesson content smooth and purposeful?  
 Comments: \_\_\_\_\_
- 8. TRANSITIONS AND TIME MANAGEMENT –**  
 How did the presenter move from one teaching segment to the next? Was adequate and appropriate amount of time allowed for each activity? Did not exceed or waste the overall teaching time.  
 Comments: \_\_\_\_\_
- 9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –**  
 Did you consider the equipment, room, teaching materials appropriately arranged?  
 Comments: \_\_\_\_\_
- 10. PERSONAL CHARACTERISTICS –**  
 Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?  
 Comments: \_\_\_\_\_

~~Please put a score in each box. Any additional comments can be made on the back~~

# CEE6211 Teaching Practicum

## Course Schedule – June 1 – July 31

Teaching Units	Course Topics	Assignments Due
<p>Course begins on June 1, 2020</p> <p><b>Unit 1: Introduction June 1 – 7</b></p> <p><b>Due: June 7 by 11:59pm</b></p>	<p>Course introduction; Syllabus</p> <p>Learning Experiences</p> <p>Review of Learning Theory</p>	<ol style="list-style-type: none"> <li>1. Review Course <b>Syllabus</b></li> <li>2. Read <b>Unit 1</b> content on Blackboard</li> <li>3. Complete <b>Discussion Board Course Introduction</b></li> <li>4. Complete <b>Discussion Board 1</b></li> <li>5. Read <b>Chapters 1-3</b> from <i>Creative Bible Teaching</i></li> </ol>
<p><b>Unit 2 June 8 – 14</b></p> <p><b>Due: June 14 by 11:59pm</b></p>	<p>Review of Learning Objectives</p> <p>Instructional Learning Theory</p> <p>Learner Motivation</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 2</b> content on Blackboard</li> <li>2. Read <b>Chapters 6-7, &amp; 9</b> from <i>Creative Bible Teaching</i></li> <li>3. Complete <b>Discussion Board 2</b></li> </ol>
<p><b>Unit 3 June 15 – 21</b></p> <p><b>Due: June 21 by 11:59pm</b></p>	<p>Review of Lesson Aim</p> <p>Review of Teaching Methods</p> <p>Teaching Evaluation and Teacher Skill Improvement</p> <p>Bible Teaching Evaluation</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 3</b> content on Blackboard</li> <li>2. Read <b>Chapters 8, 11, 13, 19, &amp; 20</b> from <i>Creative Bible Teaching</i></li> <li>3. Complete <b>Discussion Board 3</b></li> <li>4. Submit <b>Teaching Methods Handouts</b> to Blackboard for grading by professor and to Discussion Board for peer review</li> </ol>
<p><b>Unit 4 June 22 – 28</b></p> <p><b>Due: June 28 by 11:59pm</b></p>	<p>Making the Bible Lesson Personal</p> <p>The Focus of the Lesson Plan</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 4</b> content on Blackboard</li> <li>2. Read <b>Chapter 1-3</b> from <i>Creative Teaching Methods</i></li> <li>3. Complete <b>Discussion Board 4</b></li> <li>4. Submit <b>Teaching Evaluation Tool Rationale</b> on Blackboard</li> </ol>
<p><b>Unit 5 June 29 – July 5</b></p> <p><b>Due: July 5 by 11:59pm</b></p>	<p>Teaching for Knowledge Aim</p> <p>Drama &amp; Role Play: A Teaching Method</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 5</b> content on Blackboard</li> <li>2. Read <b>Chapters 4-5</b> from <i>Creative Teaching Methods</i>.</li> <li>3. Upload <b>Video of Micro Teach #1</b> to the <b>Discussion Board 5</b> for peer review and professor grading.</li> <li>4. <b>ALL</b> students should view <b>at least 2</b> of the videos of their classmates on Discussion Board 5. Self-examination is an important skill for teachers, but so is peer-analysis. After viewing a teaching video, provide your classmate with a critical analysis of the effectiveness or ineffectiveness of the teaching session. Be specific – teacher preparedness, method usage, learner engagement, etc. Post a critical analysis for <b>each</b> teaching session. Use the Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the <b>Discussion Board 5</b>.</li> </ol>

Teaching Units	Course Topics	Assignments Due
<p><b>Unit 6</b> <b>July 6 – 12</b></p> <p><b>Due: July 12</b> <b>by 11:59pm</b></p>	<p>Using Games to Teach</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 6</b> content on Blackboard</li> <li>2. Read <b>Chapter 6-8</b> from <i>Creative Teaching Methods</i>.</li> <li>3. Upload completed <b>Micro Teach #1 Reflection Paper</b> (based on peer feedback and personal evaluation) to Blackboard</li> </ol>
<p><b>Unit 7</b> <b>July 13 – 19</b></p> <p><b>Due: July 19</b> <b>by 11:59pm</b></p>	<p>Using Discussion &amp; Case Study</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 7</b> content on Blackboard</li> <li>2. Read <b>Chapter 9-10</b> from <i>Creative Teaching Methods</i></li> <li>3. Upload <b>Video of Micro Teach #2</b> to the <b>Discussion Board 6</b> for peer review and professor grading</li> <li>4. <b>ALL</b> students should view <b>at least 2</b> the videos of their classmates on Discussion Board 6. Use the Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the <b>Discussion Board 6</b>.</li> </ol>
<p><b>Unit 8</b> <b>July 20 – 26</b></p> <p><b>Due: July 26</b> <b>by 11:59pm</b></p>	<p>Using Creative Writing</p>	<ol style="list-style-type: none"> <li>1. Read <b>Unit 8</b> content on Blackboard</li> <li>2. Read <b>Chapter 11-12</b> from <i>Creative Teaching Methods</i>.</li> <li>3. Upload completed <b>Micro Teach #2 Reflection Paper</b> (based on peer feedback and personal evaluation) to Blackboard</li> <li>4. Complete <b>Reading Verification</b> via Blackboard</li> </ol>