



## **CEEF8300 Instructional Theory and Curriculum Design**

New Orleans Baptist Theological Seminary  
Professional Doctoral Program  
Sept 6-8, 2022

### **Randy Stone, BS, MRE, ThM, PhD**

Director, DEdMin and EdD Programs, Professor of Christian Education,  
Occupying the John T. Sizemore Chair of Christian Education  
Office: Perry R Sanders Center for Ministry Excellence  
(504) 282-4455, ext. 3726      [rstone@nobts.edu](mailto:rstone@nobts.edu)

### **Mission Statement**

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

### **Course Description**

This course guides students to understand learning theory, comprehend curriculum design principles, and apply advanced teaching practices. Students will be expected to write lesson plans, evaluate curriculum and articulate a curriculum mapping strategy. Students will be expected to examine and apply advanced pedagogical and andragogical practices.

### **Student Learning Outcomes**

By the completion of the course, each student will be able to demonstrate...

1. Knowledge and understanding of principles of learning by explaining each Level of Learning in the Taxonomies of Bloom, Krathwohl, and Simpson.
2. The ability to evaluate curriculum critically by assessing standardized curriculum for content and construction using an assessment rubric.
3. The ability to write appropriate instructional objectives by including knowledge, understanding, and behavioral outcomes in lesson plans and curriculum
4. The ability to assess learning by selecting appropriate assessment procedures to evaluate targeted outcomes.

### **Required Textbooks**

Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church*. Nashville: Broadman & Holman Publishers, 2012

Linhart, Terry, ed., *Teaching the Next Generation: A Comprehensive Guide for Teaching Christian Formation*. Grand Rapids, MI: Baker Academic, 2016 (9780801097614)

Newton, Gary. *Heart Deep Teaching: Engaging Students for Transformed Lives*. Nashville: Broadman & Holman Publishers, 2012 (9780805447767)

Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation*. Eugene, OR: Wipf and Stock Publishers, 2002 (9781592440023)

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

Supplemental text may be included later.

### Recommended Textbooks

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002 <https://wipfandstock.com/>

Issler, Klaus and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Ford, LeRoy. Eugene, OR: Resource Publications, Wipf and Stock Publishers, 1994.

### On-line Assessments

Explore the following websites and complete the assessments prior to the class session:

- VARK: A Guide to Learning Preferences. <https://vark-learn.com/the-vark-questionnaire/>
  - Complete the VARK and VARK for Teachers and Trainers.
- Literacy Works: Multiple Intelligences for Adult Literacy and Education. <https://www.literacynet.org/mi/home.html>
  - Review the Introduction, Assessment, and Practice sections.

### Course Teaching Methodology

Students will engage in class discussions, curriculum assessments, and individual learning assignments. The seminar meets on the main campus but is available through NOLA2U.

### Course Requirements

All papers should be double-spaced and formatted according to the NOBTS Style Guide <https://www.nobts.edu/resources/pdf/writing/styleguide.pdf> and the 8th edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

### Prior to Seminar

1. **Curriculum Assessment and Report.** Review and report the curriculum currently used in the Bible teaching or discipleship program for your church or ministry. **Complete this assignment prior to reading any textbooks.** An assessment should consider the following questions. What is the foundational philosophy or strategy? What criteria are used to select the curriculum? Who (church or ministry position) is responsible for choosing curriculum? How does the curriculum support the church and/or denomination? The report should not be limited to these questions but include information pertinent to the seminar. **Due: August 1**
2. **Learning Style Inventories.** Complete assessments prior to the seminar. Take all learning style inventories posted in Blackboard. Write a 1-page report of your inventory results. Bring your report to the seminar and be prepared to discuss your results. **Due: August 10**
3. **Read these Assigned Texts in their entirety.**  
Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church*.  
Newton, Gary. *Heart Deep Teaching*.  
Pazmino, Robert W. *Basics of Teaching for Christians*.

**4. Read Designated Portions of these Assigned Texts.**

Linhart, Terry, ed., *Teaching the Next Generation*.

Yount, William. *Created to Learn*

- 5. Respond to Textbook Questions.** Answer selected questions from selected chapters in the texts. (Questions are posted in Canvas) Respond to each question with a brief paragraph (3-5 sentences). **Due: September 6**

**During the Seminar**

- 6. Lesson Aims (Writing Instructional Objectives).** Students will develop appropriate lesson aims (instructional objectives) corresponding to the desired outcomes of a teaching experience or professional project.
- 7. Learning Activities.** Students will choose or create learning activities appropriate for achieving the learning outcomes identified in their instructional objectives. Activities will be suggested and modeled during the seminar.
- 8. Prescribing Assessments.** Students will select or develop assessments appropriate for measuring the learning outcomes identified by their lesson aims (instructional objectives.) Assessment development will be discussed during the seminar, and included in the final assignment.
- 9. Curriculum Evaluation and Mapping.** Students will present and discuss the curriculum currently used in their church or ministry context. Assessment tools will be employed to evaluate curriculum. Principles for curriculum mapping will be presented and applied.

**Following the Seminar Due:**

**November 30**

- 10. Developing a Teaching Unit or Equipping Module.** Students will create a complete teaching unit/equipping module (“curriculum plan”) related to a teaching endeavor or professional project, including Purpose, Rationale, Lesson Aims, Learning Activities and Assessments. The teaching unit/equipping module will include the content (explanations, questions, and discussions) necessary to lead learners to achieve the objectives.

**Grading**

Curriculum Assessment Report	15%	(pre-seminar assignment)
Personal Learning Style Assessments	5%	(pre-seminar assignment)
Textbook Questions	15%	(pre-seminar assignment)
Seminar Involvement/Achievement	15%	(seminar assignment)
Teaching Unit/Equipping Module	50%	(post-seminar assignment)

**Course Policies**

**Academic Policies:** Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

**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 be accepted.

**Assignment Grading:** Assignments requiring grading will be returned to the student within a reasonable period of time. Feedback on graded assignments is provided through the grading rubric located in Blackboard. You will find comments in the grading rubric, as well as on graded paper assignments.

**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 session. You are expected to:

- Come to the sessions 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.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

**Late Assignments:** Late assignments will be accepted with a penalty. Expect a 10% grade reduction for each week late. Approval to submit a late assignment must be obtained. Contact the professor to explain your rationale for a late submission.

**Netiquette:** Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

**Plagiarism:** 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.

**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**

**Canvas and CampusNexus Student:** You are responsible for maintaining current information regarding contact information on Canvas and CNS. The professor will utilize both to communicate with the class. Canvas and CNS do not share information so you must update each. Assignment grades will be posted to Canvas.

**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.

### **Help for Writing Papers at “The Write Stuff”**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

**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 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:** Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

### **Technical Assistance**

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

1. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
2. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
3. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## 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.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Cober, Kenneth L. *Shaping the Church's Educational Ministry*. Valley Forge, PA: Judson Press, 1971.
- 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, 1995.
- 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.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.

- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001.
- Pazmiño, Robert W. and Octavio J. Esqueda. *Anointed Teaching: Partnership with the Holy Spirit*. Salem, Oregon: Kerigma Publications, 2019.
- 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.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- 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.
- 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*, 2nd ed. Nashville, TN: Broadman & Holman, 2010.
- \_\_\_\_\_, ed. *The Teaching Ministry of the Church*, 2nd 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.