

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
Teaching Methods and Learning Theory RDOC 9302
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Fall 2008

Mission Statement:

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.

Course Description:

The purpose of this course is to enhance the teaching skills of students anticipating a teaching role in college, seminary, and church settings. The focus of the content is upon the theory and methodology that under girds effective teaching and learning.

Objectives:

By the end of this study the student should:

1. Be able to *apply* the information provided concerning instructional theory and practice to a particular field of study related to a course of study found in the undergraduate or graduate catalog of New Orleans Baptist Theological Seminary.
2. *Value* the use of instructional theory in the development of courses and the practice of teaching.
3. Be able to *produce* a rationale, syllabus, and teaching plans for the course chosen.

Text:

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, Grand Rapids, MI: Baker Academic, 2001.

Prégent, Richard. *Charting Your Course: How to Prepare to Teach More Effectively*. Madison: Atwood Publishing, 2000.

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. Nashville: Broadman & Holman, 1996.

Course Requirements:

1. Attend four sessions. (Meeting on Thursdays from 8:00 – 11:00 a.m. **Dates: August 21, 2008; September 25, 2008; October 30, 2008; December 4, 2008**)
2. Read all three text books and write a short 5 page critique on each. Each critique should include the following: (1) A bibliographic entry for the text; (2) The purpose of the book; and (3) No less than four pages of your personal critique of the book

both positive and negative. The paper should be typed and double-spaced following the guidelines of the current edition of *Turabian* with the proper nobts cover page.

Due Date: September 25, 2008

3. Develop a course syllabus including the following components:

- A course title
- The mission statement of the institution
- The course description
- The course objectives
- The course requirements
- Grading scale
- The course outline
- The course bibliography

Due Date: October 30, 2008

4. Develop a course rationale following this outline:

Part One: The Course Philosophy

- The Purpose of the Course
- The Role of the Teacher
- The Role of the Student

Part Two: Mapping the Objectives (Repeat the following for each course objective)

- Type of objective (domain and level)
- Teaching methods to be used
- How the objective will be measured

Due Date: December 4, 2008

5. Develop one unit of teaching plans including:

- Session titles
- Session goals
- Session teaching methods

Due Date: December 4, 2008

Grading Scale: Grading will be based upon an overall assessment of the work from the basis of qualitative aspects as opposed to quantitative issues.

Course Outline:

<i>August 21, 2008:</i>	8:00 a.m.	Syllabus and Course Requirements: Drs. Searcy and Stringer
	9:00 a.m.	Break
	9:15 a.m.	Educational Philosophy (Purpose of the Course): Dr. Searcy
	10:00 a.m.	Break
	10:15 a.m.	Educational Philosophy (Teacher/Student): Dr. Stringer
<i>September 25, 2008:</i>	8:00 a.m.	Submission of Book Critiques: Drs. Searcy and Stringer
	8:15 a.m.	Domains of Learning and Objective Writing: Dr. Searcy
	9:30 a.m.	Break
	9:45 a.m.	Instructional Methods to Accomplish Objectives: Dr. Stringer
<i>October 30, 2008:</i>	8:00 a.m.	Submission of Course Syllabus
	8:15 a.m.	Presentation of Objectives: Students
	9:30 a.m.	Break
	9:45 a.m.	Mapping Objectives and Evaluations: Dr. Searcy
	10:15 a.m.	Teaching Plans: Dr. Stringer
<i>December 4, 2008:</i>	8:00 a.m.	Submission of Rationale, and Teaching Plans
	8:15 a.m.	Working as a Faculty Member: Drs. Searcy and Stringer
	9:30 a.m.	Break
	9:45 a.m.	Questions and Discussion

Bibliography:

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Barone, Carole A. and Paul R. Hagner. *Technology-Enhanced Teaching and Learning: Leading and Supporting the Transformation on Your Campus*. San Francisco: Jossey-Bass, 2001.

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