

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

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Fall 2010

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 undergirds 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.

Texts:

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. This seminar meets on Thursdays from 8:15 – 11:00 a.m.
Dates: August 26, September 23, October 28, and December 2
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: August 26

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

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: September 23 and October 28, 2010

4. Develop one unit of teaching plans including:
 - Session titles
 - Session goals
 - Session teaching methods

Due Date: December 2, 2010

Note: All seminar assignments will be modified for PhD in CE students who have completed the course CEEF 9402 Educational Psychology.

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:

August 26, 2010

- 8:15 a.m. Syllabus and Course Requirements:
Drs. Pounds and Stringer
- 8:45 a.m. Educational Philosophy (Purpose of the Course):
Dr. Pounds
- 9:30 a.m. Break
- 9:45 a.m. Educational Philosophy (Teacher/Student):
Dr. Stringer
- 10:30 a.m. Domains of Learning and Objective Writing:
Dr. Pounds

September 23, 2010

October 28, 2010

- 8:15 a.m. Presentation of Syllabi:
Students
- 9:45 a.m. Break
- 10:00 a.m. Instructional Methods to Accomplish Objectives:
Dr. Stringer

December 2, 2010

- 8:15 a.m. Presentation of Teaching Plans:
Students
- 10:15 a.m. Working as a Faculty Member:
Drs. Pounds and Stringer
Questions and Discussion

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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.
- Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass, 1990.
- Bauer, S. Wise. *The Well-Educated Mind: A Guide to the Classical Education You Never Had*. New York: W. W. Norton, 2003.
- Birnbaum, Robert. *Speaking of Higher Education: The Academic's Book of Quotations*. Westport, CT: Praeger, 2004.
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- Byrne, Dara N. and Juan Williams. *Brown v. Board of Education: Its Impact on Public Education, 1954-2004*. Brooklyn, N.Y.: Word For Word Pub. Co.: Thurgood Marshall Scholarship Fund, 2005.
- Caine, Renate Nummela and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.
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- Greive, Donald. *A Handbook for Adjunct & Part-Time Faculty & Teachers of Adults*. Ann Arbor, MI: Adjunct Advocate, 2003.
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