



Teaching Methods and Learning Theory
RDOC 9302
New Orleans Baptist Theological Seminary
Division of Christian Education Ministries

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Fall 2011, Thursdays 8:00 a.m. – 11:00 a.m. (9/15, 11/3, 12/1)

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.

Purpose of the Course and Core Value Focus

The purpose of this course is to provide quality theological education for students in the area of discipleship strategies in the context of the local church. The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council.

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.

Curriculum Competencies Addressed

The seminary's competencies are: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership. These competencies are enhanced in this course.

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.

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.

Course Teaching Methodology

This course will utilize a lecture and interactive discovery-learning format.

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

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

Estep, James, Michael Anthony, Greg .Allison. *A Theology for Christian Education*, Nashville, TN: B&H Publishing Group, 2008.

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: B & H Academic, 2010.

Davis, Barbara G. *Tools for Teaching*, SanFrancisco: Josey-Bass, 2009.

Assignments and Evaluation Criteria

The following learning activities and assessments are to be completed as described below by the scheduled dates.

Assignment Formatting

- Unless otherwise noted, type all assignments according to Turabian format.
- All papers must be written in third person.
- Use 12 point Times New Roman font.
- Use the same number of references as assigned pages.
- Use correct spelling and grammar.
- Use proper pagination.
- Include your name on the *Cover Page*.
- Staple assignments together as necessary or as required (*no report covers please*).
- Write the *full* assignment.

Required Assignments Summary

1. Attend three sessions. This seminar meets on Thursdays from 1 – 4 p.m.
Dates: September 15, November 3, December 1.
2. Read all 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 6th edition* with the proper NOBTS cover page.
Two texts of your choice and corresponding critique are due on September 15
Two texts of your choice and corresponding critique are due on November 3

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: November 3

4. Develop one unit of teaching plans including:

- Session titles
- Session goals
- Session teaching methods

Due Date: December 1

5. Write a ten to twelve page paper justifying choices made in developing teaching plans based on reading and class sessions.

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

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

Classroom Decorum

Participation is required for every course session due to the interactive learning format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- ***Please remember you are PhD students!***

Seminar Policies

The following policies will to be observed in the duration of this course:

Absences and Late Assignments

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted at the beginning of the seminar on the day due. No grades of Incomplete will be issued for this course.

Professors' Covenant

The intent of this syllabus is to accurately provide the course description, learning objectives, readings, assignments and evaluation standards, course policies, reference list, and other information necessary for students to appraise the course. During the course of the term, the professors will relate to each student as an individual. Moreover, they reserve the right to amend any part of this syllabus, as they may deem necessary due to events and circumstances that transpire during the semester, with the exceptions of increasing the assignments or expectations of the course.

Student's Covenant

I have received a copy of the syllabus for Strategic Leadership in Christian Education RDOC 9302 for the Fall 2011 semester. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand, agree and realize that I am entirely responsible for completing to the requirements in this syllabus. I will be faithful to the tasks before me.

Name _____

Date _____

Course Outline

September 15

- 1:00 p.m. - Syllabus and Course Requirements:
Dr. England
- 1:30 p.m. - Educational Philosophy (Purpose of the Course):
Dr. England
- 2:00 p.m. - Educational Philosophy (Teacher/Student):
Dr. England
- 2:45 p.m. - Domains of Learning and Objective Writing:
Dr. England

November 3

- 1:00 p.m. - Presentation of Syllabi:
Students
- 2:30 p.m. - Break
- 2:45 p.m. - Instructional Methods to Accomplish Objectives:
Dr. Stringer

December 1

- 1:00 p.m. - Presentation of Teaching Plans:
Students
- 3:00 p.m. - Working as a Faculty Member:
Drs. England and Stringer
- 3:30 p.m. - Questions and Discussion

Bibliography

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