



CEEF9402 Educational Psychology
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Fall 2020

David Odom, BS, MARE, PhD

Associate Professor of Student Ministry
Director of Youth Ministry Institute

dodom@nobts.edu

504.816.8103

Dodd 203

Allen Jackson, Ph.D

Professor of Youth and Collegiate Ministry
Pastor, Dunwoody Baptist Church

ajackson@nobts.edu

Ree Reinhardt, BSW, MDiv, ThM

Teaching Assistant/Grader

odom.grader@gmail.com

Maci Duncan, BS

Administrative Assistant

ymi@nobts.edu

504.816.8107

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.

Purpose of Course

The purpose of this seminar is to support theological education for Ph.D. students in issues related to the Teaching Ministry of the Church.

Our Core Values

The seminary has five core values. The focal core value for 2020-2021 is *Mission Focus*. This course supports the five core values of the seminary.

Mission Focus - We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

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.

Disciplemaking: 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. *Interpersonal Skills:* Understand how to build relationships with other ministry leaders, lay leaders, and members within the local church.
2. *Servant Leadership:* Determine ways to equip the saints for works of service within the local church, community, and world-wide missions and ministry.
3. *Spiritual and Character Formation:* Apply course material in self-reflection as a means toward “grow[ing] up in all things into Him who is the head – Christ” (Eph. 4:15b).

Course Description

The purpose of this seminar is to engage students in a focused examination of educational psychology. Special attention is devoted to recent discoveries in neuroscience that support specific theories of learning, motivation, and principles of teaching. The study synthesizes the recent revolution in brain science and various biblical exhortations to “set your minds on things above” (Col 3:2) as they inform the teaching ministry of local churches.

Student Learning Outcomes

Upon completion of the course, the student will demonstrate:

- understanding of the correspondence between *discoveries in brain science* and *biblical exhortations to focus on God and His Word* by doing such things as . . .
. . . explaining the essential elements of spiritual teaching and learning depicted in Yount’s Disciplers’ Model and Christian Teachers’ Triad,
. . . analyzing recent perspectives on “mental attention and its resulting physiological changes in the brain,”
. . . analyzing issues regarding human development (as learners), learning theory, and motivational theory,” and
. . . synthesizing research papers and presentations in human development, the nature of learning, and provoking changes in knowledge, understanding, affect, and action.
- appreciation for providing intentional, consistent, and on-going educational opportunities for life-long spiritual formation by willingly “taking captive” principles of educational psychology for use in the teaching ministries of local churches.
- skill in research, analysis, and synthesis by proficient writing and presentation in the area of neuroscience and Christian education.

Course Teaching Methodology

This course will utilize directed readings, conversational lecture, group discussion, and creative presentation to secure accomplishment of course objectives.

Textbooks

The following texts are required reading for class discussions and are to be read in their entirety.

Arden, John B. *Rewire Your Brain: Think Your Way to a Better Life*. Hoboken, New Jersey: John Wiley and Sons. 2010. 256 pages. ISBN: 978-0470487297

Doidge, Norman. *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Viking Penguin. 2007. 427 pages. ISBN: 978-0143113102

Schwartz, Jeffrey M. and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force* [paper]. New York: Regan Books. 2003. 432 pages. ISBN: 978-0060988470

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2nd ed. Nashville: Broadman & Holman, 2010. 644 pages. ISBN: 978-0805447279

Assignments and Evaluation Criteria

1. *Textbook Reading & Discussion Preparation: (20%)*

Read four textbooks and prepare for discussion and peer interaction in the seminar. See course schedule for reading and discussion question due dates.

2. *Developmental Theorist Paper: (30%)*

Write a **research paper (8-10 pages) and prepare a brief seminar presentation** on one of three developmental theorist (Erikson, Piaget, or Kohlberg). You may narrow the focus of your paper to a specific area of your assigned theorist: a specific level, or concept, or principle that especially interests you). Conclude your paper with implications for local church educational ministry. **Include at least 6 sources (textbooks and supplemental textbooks). Paper must be uploaded to Blackboard before midnight on the Monday before the second seminar meeting.**

3. *Learning Theory Paper: (35%)*

Write a **research paper (8-10 pages) and prepare a seminar presentation** explaining learning according to your assigned theories. You may narrow the focus of your paper to a specific area of your assigned theory. Conclude your paper with implications for local church educational ministry. **Include at least 6 sources (textbooks and supplemental textbooks). Paper must be uploaded to Blackboard before midnight on the Monday before the third seminar meeting.**

4. *Brain Research Paper: (15%)*

Write a **research paper (8-10 pages) and prepare a seminar presentation** on some aspect of Schwartz and Begley, Arden, Doidge, or Yount, explaining learning, spiritual formation, or teaching ministry in terms of neuroscience. You may narrow the focus of your paper to a specific area of your assigned theory. Conclude your paper with implications for local church educational ministry. **Include at least 6 sources (textbooks and supplemental textbooks).**

Paper must be uploaded to Blackboard before midnight on the Monday before the final seminar meeting.

Course Evaluation

Textbook Reading & Discussion	10%
Developmental Theorists Paper	30%
Learning Theory Paper	30%
Brain Research Paper	30%

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Grading Scale

Students 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

Professor's Policy on Late Assignments

Assignments are due on the date indicated in the "Course Schedule" section of the syllabus. All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. **Late assignments are not accepted.**

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 in the student's Blackboard Grade Book. 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>

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.

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). ITCSupport@nobts.edu - for general technical questions/support requests. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Academic Policies

Academic policies related 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](#).

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.

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

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

- Alexander, Patricia A. *Psychology in Learning and Instruction*. Upper Saddle River, New Jersey: Pearson Education, 2006
- *Bruner, Jerome S. *Beyond the Information Given: Studies in the Psychology of Knowing*. New York: Norton, 1973.
- *_____. *Toward a Theory of Instruction*. Cambridge, Mass.: Belknap Press of Harvard University, 1971.
- *Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.
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- *Erikson, Erik, Joan M. Erikson, and Helen Q. Kivnick. *Vital Involvement in Old Age: The Experience of Old Age in Our Time*. New York: W. W. Norton and Company, 1986
- *_____ and Joan M. Erikson, *The Life Cycle Completed, Extended Version*. New York: W. W. Norton & Company, 1997
- *Köhler, Wolfgang. *Dynamics in Psychology*. New York: Grove Press, 1960.
- *_____. *Gestalt Psychology: An Introduction to New Concepts in Modern Psychology*. New York: Liveright Pub. Corp., 1947.
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- *Maslow, Abraham H. *Dominance, Self-esteem, Self-actualization: Germinal Papers of A. H. Maslow*. Richard J. Lowry, ed. Monterey, Calif.: Brooks/Cole Pub. Co., 1973.
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- Ormrod, Jeanne Ellis. *Educational Psychology: Developing Learners*, 5th ed. Columbus: Pearson Education, Inc., 2006
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- Schwartz, Jeffrey M., M. D., and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force*. New York: HarperCollins Publishers, 2003
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- *Wertheimer, Max. *Productive Thinking*. New York: Harper, 1959.
- Woolfolk, Anita. *Educational Psychology*, 9th ed. Boston: Pearson Education, Inc., 2004
- *Wundt, Wilhelm. *Lectures on Human and Animal Psychology*. London: S. Sonnenschein & Co., 1907.

*Primary sources

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, email us at 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	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu

Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

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 –



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CEE9402 Educational Psychology Schedule/Assignments

Date	Session Topics	Assignment Due
Sept. 4 Seminar Session 1	<i>Introduction to Educational Psychology</i> <i>The Disciplers' Model</i>	Read Chapters 1-2 in <i>Created to Learn</i>
Oct. 2 Seminar Session 2	Developmental Theorists	Read Chapters 3-5 in <i>Created to Learn</i> Developmental Theorists Paper due before midnight Monday, Sept. 28
Nov. 6 Seminar Session 3	Learning Theory	Read Chapters 6-11 in <i>Created to Learn</i> Learning Theory Paper due before midnight Monday, Nov. 2
Dec. 4 Seminar Session 4	Brain Science Research and Educational Implications	Read Chapter 16 in <i>Created to Learn</i> Read <i>Rewire Your Brain</i> Read <i>The Brain that Changes Itself</i> Read <i>The Mind and the Brain</i> Brain Research Paper due before midnight Monday, Novemeber 30