



Educational Psychology CEEF 9402
New Orleans Baptist Theological Seminary
Christian Education Division

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*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 advanced administration skill in the context of the local church. The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council.

Course Description

The purpose of this seminar is to engage students in a comprehensive examination of educational psychology. Special attention is devoted to concepts which describe principles of teaching, theories of learning, motivational psychology, and instructional objectives. The study provides for an analysis of representative expressions of the teaching-learning transaction as they focus on the ministry of Christian education.

Learning Objectives

By the end of this seminar, the student should be able to:

1. *Synthesize* their analysis of the components of educational psychology into a standard of excellence in Christian education.
2. *Prioritize* educational psychology in academic and ministry practice.
3. *Develop* a master's level three hour course including rationale, syllabus, and teaching plans.

Texts

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

Searcy, Tim. *Levels of Adult Learners: A Holistic Approach to Understand Learners*. New Orleans: Self Publication, 2008.

Course Requirements

1. *Read* the texts and a minimum of 900 pages of additional reading based upon the instructions given below. The reading listed below should include books, journal articles, and internet sites. **Due Date: February 13, 2009**
 - 300 pages of reading from the field of *Programmed Instruction* or *Behaviorist Approach*. This reading must include direct readings from the following representative authors: John Locke (29 August 1632 – 28 October 1704); Wilhelm Maximilian Wundt (August 16, 1832 - August 31, 1920); Ivan Petrovich Pavlov (September 14, 1849 – February 27, 1936); John Broadus Watson (January 9, 1878 – September 25, 1958); Edward Lee Thorndike (August 31, 1874 – August 9, 1949) and Burrhus Frederic Skinner (March 20, 1904 – August 18, 1990).
 - 300 pages of reading from the field of *Constructivism* or *Cognitive Approach*. This reading must include direct reading from the following representative authors: Wilhelm Maximilian Wundt (August 16, 1832 - August 31, 1920); Ernst Mach (February 18, 1838 – February 19, 1916); Max Wertheimer (April 15, 1880 – October 12, 1943); Wolfgang Köhler (January 21, 1887 – June 11, 1967); Kurt Zadek Lewin (1890 - 1947); and Jerome Seymour Bruner (born 1 October 1915).
 - 300 pages of reading from the field of *Learning Styles* or *Student Centered Approach*. This reading must include direct reading from the following representative authors: Abraham Harold Maslow (April 1, 1908 – June 8, 1970); Carl Rogers (January 8, 1902 – February 4, 1987); and Arthur W. Combs (1912 – 1999)
2. *Write a Critique* of the Yount text. The critique should be a critical analysis including 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 entire work would be a minimum of five pages. 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: February 13, 2009** (Copies must be provided for all students and professors)
3. *Write a Synopsis and Critique* of each of the three reading areas. The synopsis should include the conclusions or findings that you discovered in the reading. The critique should be critical analysis including **both** positive and negative commentary. Each of the three works should be a minimum of five pages. The papers should be byped and double-spaced following the guidelines of the current edition of *Turabian* with the proper nobts cover page. **Due Date: February 13, 2009**. (Copies must be provided for all students and professors)
4. *Participate* actively and productively in all seminar sessions and any required internet driven discussions between seminar meetings.

5. Write a *Position Paper* concerning one of the topics presented below. The position paper should be 10 or more pages. The paper should be typed and double-spaced following the guidelines of the current edition of *Turabian* with the proper nobts cover page. These papers must be written from a researched position and must not reflect simply the students opinion, but rather an informed position that can be defended. **Due Date: April 3, 2009** (Electronic copies must provided in either Word or WordPerfect format to all students and professors no later than **March 27, 2009**)

Topics

- *Programmed Instruction*: Take a position of being for or against this approach being used in Christian education.
 - *Constructivism*: Take a position of being for or against this approach being used in Christian education.
 - *Learning Styles*: Take a position of being for or against this approach being used in Christian education.
 - *Babe in Christ*: Take a position on how you would approach the education event with this level of adult learner.
 - *Childish Faith*: Take a position on how you would approach the education event with this level of adult learner.
 - *Legalist*: Take a position on how you would approach the education event with this level of adult learner.
 - *Situationalist*: Take a position on how you would approach the education event with this level of adult learner.
 - *Principled Person*: Take a position on how you would approach the education event with this level of adult learner.
 - *Character*: Take a position on how you would approach the education event with this level of adult learner.
6. Develop an assigned *Three Hour Course*. The student will be assigned a three hour course from the nobts *Graduate Catalog*. The course will be from the student's major and focus area. The course will include the following: **Due Date: May 1, 2009** (Copies must be provided for all students and professors)
- A course syllabus with the following items:
 - 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

- A course rationale with the following items:

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

- Teaching plans with the following items:

- Session titles
- Session goals
- Session teaching methods

Grading Scale

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

Course Outline

Date	Topic	Assignment
February 13-14:	The Syllabus Presentation of Synopsis and critiques	Synopsis and Critiques (hard copies)
March 27:		Position Papers (electronic copies in Word or WordPerfect format)
April 3-4	Presentation of Position Papers	Position Papers (hard copies)
May 1-2	Presentation of Courses	Courses (hard copies)

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(Note: you must be on a computer with Internet access and be connected to the Internet to access NOBTS – Blackboard.)

Step 1: Open your web browser to the seminary home page at <http://www.nobts.edu>

Step 2: Click on the **Blackboard** tab.

Step 3: When the new page opens, choose the **Create Account** button on the left.

Step 4: Enter in your information. (Note: Fields with a red asterisk are required fields). When finished entering your information, click **Submit**.

Step 5: When the next page loads, confirming your registration, click **OK**. (Note: You only need to create one account on NOBTS Blackboard. You do not need a new account for each class.)

Step 6: Now, your personal NOBTS – Blackboard home page should appear. To enroll in a class, click on the **Courses** tab at the top of the page.

Step 7: Click on **Browse Catalog Section**, then click on **NOBTS Main Campus and Extension Center**. Choose and click **Doctoral**. Click on **Research Doctoral**.

Step 8: When you find your course, click on the **Enroll** button on the right hand side of the screen. You're course is **Educational Psychology CEEF9401**.

Step 9: Click **Submit**.

Step 10: Click **OK** when the confirmation page appears.