

**RDOC 9302 Teaching Methods and Learning Theory  
New Orleans Baptist Theological Seminary  
Division of Christian Education Ministries  
Thurs., 1:00-4:00 pm (2/17, 3/31, 5/5)  
Spring 2011**

**Dr. Bayne Pounds**  
Dodd 213 (x 3263)  
[bpounds@nobts.edu](mailto:bpounds@nobts.edu)

**Dr. Paula Stringer**  
Dodd 110 (x 3271)  
[pstringer@nobts.edu](mailto:pstringer@nobts.edu)

### **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.

### **Core Value**

The seminary's core values are: doctrinal integrity, spiritual vitality, mission focus, characteristic excellence, and servant leadership. The seminary's 2010-2011 core value is mission focus. In supporting this value, students in this course are encouraged to participate in the seminary's emphasis.

### **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 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*. 2<sup>nd</sup> ed. Nashville: B & H Academic, 2010.

## Course Requirements:

1. Attend three sessions. This seminar meets on Thursdays from 1 – 4 p.m.  
**Dates: February 17, March 31, and May 5**
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: February 17**
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: March 31**

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

**Due Date: May 5**

<p><b>Note:</b> 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.

## Course Outline

February 17

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

March 31

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

May 5

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

## Bibliography

- Anthony, Michael J. and Warren S. Benson. *Exploring the History & Philosophy of Christian Education: Principles for the 21<sup>st</sup> Century*. Grand Rapids, MI: Kregel, 2003.
- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
- 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.
- Bryan, C. Doug. *Learning to Teach/Teaching to Learn: A Holistic Approach*. Nashville: Broadman & Holman, 1993.
- 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.
- Carr, David. *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*. London: RoutledgeFalmer, 2002.
- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, Mich.: Zondervan, 2004.
- Collins, Mallery M. and Don H. Fontenelle. *Changing Student Behaviors: A Positive Approach*. Cambridge, Mass.: Schenkman Pub. Co., 1982.
- Corder, Colin. *Teaching Hard, Teaching Soft: A Structured Approach to Planning and Running Effective Training Courses*. Brookfield, VT: Gower, 1990.
- Corder, Nicholas. *Learning to Teach Adults: An Introduction*. London: Routledge/Falmer, 2002.
- Dockery, David S., Gregory Alan Thornbury, and others. *Shaping a Christian Worldview: The Foundations of Christian Higher Education*. Nashville: Broadman & Holman, 2002.
- Elias, John L. *A History of Christian Education: Protestant, Catholic, and Orthodox Perspectives*. Malabar, Fla.: Krieger Pub. Co., 2002.
- Ellsworth, Elizabeth Ann. *Places of Learning: Media, Architecture, Pedagogy*. New York: RoutledgeFalmer, 2005.
- Ferren, Ann S. and Wilbur W. Stanton. *Leadership Through Collaboration: The Role of the Chief Academic Officer*. Westport, Conn.: Praeger, 2004.
- Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA.: Jossey-Bass, 2003.

- Freire, Paulo, translated by Patrick Clarke. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham: Rowman & Littlefield Publishers, 1998.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O. and Warren S. Benson. *Christian Education: Its History and Philosophy*. Eugene, OR: Wipf and Stock Publishers, 2002.
- Gangel, Kenneth O. and Howard G. Hendricks, eds. *The Christian Educator's Handbook on Teaching*. Grand Rapids, MI: Baker Books, 1988.
- Greive, Donald. *A Handbook for Adjunct & Part-Time Faculty & Teachers of Adults*. Ann Arbor, MI: Adjunct Advocate, 2003.
- Halverson, Delia Touchton. *32 Ways to Become a Great Sunday School Teacher: Self-Directed Studies for Church Teachers*. Nashville: Abingdon Press, 1997.
- Harris, Duncan and Chris Bell. *Evaluating and Assessing for Learning*. New Jersey: Nichols, 1994.
- Harris, Maria. *Teaching and Religious Imagination*. San Francisco: Harper & Row, 1987.
- Heimlich, Joe E. and Emmalou Norland. *Developing Teaching Style in Adult Education*. San Francisco: Jossey-Bass, 1994.
- Hendricks, Howard G. *Teaching to Change Lives*. Portland, OR: Multnomah Press, 1987.
- Herman, Lee and Alan Mandell. *From Teaching to Mentoring: Principle and Practice, Dialogue and Life in Adult Education*. London: RoutledgeFalmer, 2004.
- Hinchey, Patricia. *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*. New York: P. Lang, 2004.
- Jacobsen, Douglas G. and Rhonda Hustedt Jacobsen. *Scholarship and Christian Faith: Enlarging the Conversation*. Oxford: Oxford University Press, 2004.
- Jarvis, Peter. *Adult Education and Lifelong Learning: Theory and Practice*. London: RoutledgeFalmer, 2004.

- Joyce, Bruce R. and Marsha Weil. *Models of Teaching*, 5th ed. Boston: Allyn and Bacon, 1996.
- Kell, Peter, and Sue Shore. *Adult Education @ 21<sup>st</sup> Century*. New York: P. Lang, 2004.
- Kennedy, James C. and Caroline Joyce Simon. *Can Hope Endure?: A Historical Case Study in Christian Higher Education*. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2005.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- Lautzenheiser, Tim. *The Art of Successful Teaching: A Blend of Content & Context*. Chicago, IL: GIA Publications, 1992.
- \_\_\_\_\_. *The Joy of Inspired Teaching*. Chicago: GIA Publications, 1993.
- Lazear, David. *Seven Pathways of Learning: Teaching Students and Parents About Multiple Intelligences*. Tucson, AR: Zephyr Press, 1994.
- Lowman, Joseph. *Mastering the Techniques of Teaching*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass Publishers, 1995.
- Maddox, Taddy. *Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business*. Austin, TX: Pro-Ed, 2003.
- Marzano, Robert J. *A Different Kind of Classroom: Teaching With Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.
- McCown, R. R., Marcy Driscoll, and Peter Geiger Roop. *Educational Psychology: A Learning-Centered Approach to Classroom Practice*. Boston: Allyn and Bacon, 1996.
- Michaelsen, Larry K. and Arletta Bauman Knight. *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, VA: Stylus Pub., 2004.
- Moran, Gabriel. *Showing How: The Act of Teaching*. Valley Forge, PA: Trinity Press International, 1997.
- Murphy, Debra Dean. *Teaching That Transforms: Worship as the Heart of Christian Education*. Grand Rapids, Mich.: Brazos Press, 2004.

- Oser, Fritz K., Andreas Dick, and Jean-Luc Patry, eds. *Effective and Responsible Teaching: The New Synthesis*. San Francisco: Jossey-Bass Publishers, 1992.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998.
- Pintrich, Paul R. and Dale H. Schunk. *Motivation in Education: Theory, Research, and Applications*. Upper Saddle River, NJ: Merrill, 2002.
- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, Mich.: Baker Academic, 2004.
- Riesen, Richard Allan. *Piety and Philosophy: A Primer for Christian Schools*. Phoenix, AZ:ACW Press, 2002.
- Roe, Kathryn R. *Enhancing Student Learning Through Small Group and Class Discussions Following Inquiry-Based Laboratory Experiments.*, 2002.
- Schultz, Thom and Joani Schultz. *Why Nobody Learns Much of Anything at Church*. Loveland, CO: Group Pub., 1993.
- Shagoury, Ruth and Brenda Miller Power. *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*. Portsmouth, NH: Heinemann, 2003.
- Shapiro, Ben. *Brainwashed: How Universities Indoctrinate America's Youth*. Nashville: WND Books, 2004.
- Sheets, Rosa Hernandez. *Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process*. Boston: Pearson/Allyn and Bacon, 2005.
- St. Clair and Jennifer A. Sandlin. *Promoting Critical Practice in Adult Education*. San Francisco: Jossey-Bass, 2004.
- Tight, Malcolm. *Key Concepts in Adult Education and Training*. London: RoutledgeFalmer, 2002.
- Vella, Jane Kathryn. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass, 1994.
- Wilkinson, Bruce. *The 7 Laws of the Learner*, Textbook ed. Sisters, OR: Multnomah Press, 1992.
- Wilkinson, Bruce, ed. *Almost Every Answer for Practically any Teacher!: A Resource Guide for all who Desire to Teach . . . for Lifechange!*. Portland, OR: Multnomah Press, 1992.

Wilson, Douglas. *The Case for Classical Christian Education*. Wheaton, Ill.: Crossway Books, 2003.

Wolterstorff, Nicholas, Clarence W. Joldersma, and Gloria Goris Stronks. *Educating for Shalom: Essays on Christian Higher Education*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 2004.