



# Teaching Methods and Learning Theory

## RDOC 9302

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.*

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### **Purpose of the Course**

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.

### **Core Value Focus**

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. This year's core value focus is 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**

This course will address the following curriculum competencies:

1. *Interpersonal relationships*: Students will interact in online and class forums that will provide opportunities to enhance their interpersonal skills.
2. *Spiritual and Character Formation*: Students will be led to understand and appreciate the role of the teacher in transformational learning.

### **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. *Understand* the instructional theory and practice related to higher education.
2. *Value* the use of instructional theory in the development of courses and the practice of teaching in higher education.

3. *Apply* instructional theory in the development of a course rationale, syllabus, and teaching plans for a selected course in a theological higher education.

### **Required Readings**

Joseph, Pamela B., ed. *Cultures of Curriculum*. New York, NY: Routledge, 2011.  
 Tapscott, Don. *Grown Up Digital*. New York: McGraw Hill, 2009.  
 Davis, Barbara G. *Tools for Teaching*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009.  
 Ford, LeRoy. *Design for Teaching and Training*. Eugene, OR: Wipf & Stock Publishers, 2000.

In this course it is assumed that you have a working knowledge of learning styles, multiple intelligences, role of Holy Spirit, role of teacher, and domains of learning. The following texts can facilitate that understanding.

#### Optional Texts:

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999.  
 Richards, Lawrence O., and Gary Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.  
 Tobias, Cynthia U. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.  
 Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B & H Academic, 1999.  
 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 Teaching Methodology**

#### Units of Study:

Week of	Week	Assignments
Jan 16	Week 1	"Getting to Know You" Discussion Board
Jan 23	Week 2	<i>Cultures of Curriculum</i> Professor-led Discussion Board
Jan 30	Week 3	<i>Cultures of Curriculum</i> Professor-led Discussion Board
Feb 6	Week 4	Class Session I (2/9); <i>Tools for Teaching</i> Part I; Course name and rationale due 2/9
Feb 13	Week 5	<i>Grown Up Digital</i> Student Group-led Discussion Board; all discussion board assignments due
Feb 20	Week 6	<i>Grown Up Digital</i> Student Group-led Discussion Board
Feb 27	Week 7	<i>Tools for Teaching</i> Student Group-led Discussion Board
Mar 5	Week 8	<i>Tools for Teaching</i> Student Group-led Discussion Board
Mar 12	Week 9	Spring Break
Mar 19	Week 10	<i>Tools for Teaching</i> Student Group-led Discussion Board
Mar 26	Week 11	Class Session II (3/29); course description due 3/29
Apr 2	Week 12	<i>Design for Teaching</i> Student-led Discussion Board
Apr 9	Week 13	Writing of final syllabus and teaching unit

Apr 16	Week 14	Writing of final syllabus and teaching unit
Apr 23	Week 15	Final syllabus and teaching unit due to Blackboard 4/26
Apr 30	Week 16	Class Session III (5/3); Teaching presentation due 5/3

**Teaching Methods.** This course will utilize lecture, class discussion, online learning, and student teaching demonstrations.

### Assignments and Evaluation Criteria

1. **Reading:** Students are required to read all texts.
2. **Course Syllabus:** Each student will develop a complete course syllabus for a proposed course in Christian higher theological education. This course must be one that is not presently taught at NOBTS nor taught or taken by the student at another institution. The syllabus must follow the course template of the Christian Education division of NOBTS. This template is posted on Blackboard under Course Documents. *A textbook must be chosen and reflected in the course schedule.*
  - **Course name and rationale:** The student will submit the name and a one-paragraph rationale for the proposed course in hard copy form in the first seminar meeting. **Due: February 9**
  - **Course description:** The students will submit a one-paragraph course description in hard copy form in the second seminar meeting. **Due: March 29**
  - **Complete syllabus:** The final syllabus is to be submitted to Blackboard. **Due: April 26**
3. **Discussion Board:** All seminar students will be enrolled in Blackboard as instructors for the purpose of this assignment. As such, students will have access to instructor tools.
  - Each student will be assigned to a discussion group to create a Blackboard Discussion Board based on assigned chapter(s) in *Grown Up Digital* and *Tools for Teaching*. The Discussion Boards should be created to “open” at the scheduled time for class discussion. **Due: February 13**
  - Each student will create a discussion board from an assigned unit in *Design for Teaching*. **Due: February 13**
4. **Teaching Unit:** Each student will create a teaching unit consisting of the following and related to the proposed course:
  - Four 1.5 hour lesson plans
  - Handouts
  - PowerPoint®
  - Lecture notes
  - Lecture guide
  - One Test

The teaching unit is to be submitted to Blackboard. **Due: April 26**

- 5. Teaching Presentation:** Each student will present a 20-minute portion of a selected lesson from the teaching unit. Peer evaluation of the presentation will be given at the conclusion of the presentation. **Due: May 3**

### **Course Evaluation**

Presentation	15%
Units	25%
Syllabus	25%
Discussion Boards	10%
Class Participation	25%

### **Course Policies**

#### **Classroom Decorum**

Participation is required for every course session. 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.
- dress appropriately and in accordance with the NOBTS Student Handbook.
- turn off cell phones and not accept any calls and/or text messages during class.
- use laptops appropriately during class.

#### **Absences and Late Assignments**

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted by the end of the day on the date due unless otherwise specified.

### **Course Schedule**

#### **Class Session I**

8:00-10:45 a.m.	Introductions- Review of Syllabus Discussion of <i>Tools for Teaching</i> Part I Writing Objectives
12:45-5:00 p.m.	Chapter Assignments for Discussion Boards ITC Visit Discussion Board Course Documents Deconstructing a Syllabus

#### **Class Session II**

8:00-10:45 a.m.	Methodology Creating a Test
12:45-5:00 p.m.	Creating Lesson Plans Intelligences, Learning Styles Designing Assignments

Class Session III

8:00 – 10:45 Teaching Presentations and Critiques

12:45 – 5:00 Teaching Presentations and Critiques

**Selected Bibliography**

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999.

\_\_\_\_\_. *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.

Bryan, C. Doug. *Learning to Teach/Teaching to Learn: A Holistic Approach*. Nashville: Broadman & Holman, 1993.

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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Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, MI: Zondervan, 2004.

Collins, Mallery M., and Don H. Fontenelle. *Changing Student Behaviors: A Positive Approach*. Cambridge, MA: 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.

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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.
- Greive, Donald. *A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults*. Ann Arbor, MI: Adjunct Advocate, 2003.
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- 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.
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