



Teaching Methods and Learning Theory

RDOC 9302

New Orleans Baptist Theological Seminary
Christian Education Division

Dr. Donna B. Peavey, M.R.E., Th.M., Ph.D.

Associate Professor of Christian Education

dpeavey@nobts.edu Office: (504) 282-4455 ext.3741

Dr. Sandy Vandercook, M.A., M.Ed., Ph.D.

Associate Professor of English and Education

svandercook@nobts.edu Office: (504)282-4455, ext. 3742

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

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.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

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.

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.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year, that Core Value is *Doctrinal Integrity*.

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 learning environment and individual student presentations.

Required Readings

Joseph, Pamela B. *Cultures of Curriculum*. 2nd ed. New York, NY: Routledge, 2011.
Tapscott, Don. *Grown Up Digital*. New York: McGraw Hill, 2009.
Davis, Barbara G. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009.
Ford, LeRoy. *Design for Teaching and Training*. Eugene, OR: Wipf and 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 Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL : Tyndale House Publishers, 1994.
Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B & H Academic, 1999.
Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: Broadman and Holman Academic, 2010.

Course Teaching Methodology

Course Schedule

		Assignments
Dec. 16-20		Read, Read, Read
Dec. 23-27		Merry Christmas!
Dec. 30-Jan 3		“Getting to Know You” Discussion Board <i>Cultures of Curriculum</i> Professor-led Discussion Board
January 6-10		<i>Cultures of Curriculum</i> Professor-led Discussion Board Submit Course Name, Rationale, and Description to Blackboard 1/10
Jan. 13-17		Class Meeting
Feb. 17-21		<i>Grown Up Digital</i> - Selected Chapters: Student Group-led Discussion Board Due 2/17
March 3-7		<i>Tools for Teaching</i> - Selected Parts: Student Group-led Discussion Board Due 3/3
March 21		Teaching Unit Due to Blackboard Syllabus Due to Blackboard
March 24-28		Spring Break
April 11		Teaching Presentation due
April 25		Rubrics Due to Presenters and Professors

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

Assignments and Evaluation Criteria

1. **Reading:** You are required to read all texts prior to the workshop.
2. **Pre-Workshop Discussion Boards:** Discussion Boards on the texts are as follows:
 - December 30 – January 3
 - *Cultures of Curriculum* Part I
 - January 6 - 10
 - *Cultures of Curriculum* Part II
3. **Course Syllabus:** You will develop a complete course syllabus for a proposed course in Christian higher theological education. *This course must be one that is not taught presently at NOBTS nor taught or taken by you 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, rationale, and description. You will submit the following:
 - the name of the proposed course

- a one-paragraph rationale for the proposed course. A rationale explains why this course is needed in a course of study.
- a one-paragraph course description. A course description provides a general overview of course content and fills in some of the blanks that learning outcomes don't address.

Due to Blackboard: January 10

- Complete syllabus: Due to Blackboard: February 28

4. Student Created Discussion Board: You will be enrolled as instructors in a separate Blackboard shell set up for the purpose of this assignment. As such, you will have access to instructor tools.

- You will be assigned to a discussion group to create a Blackboard Discussion Board based on assigned chapter(s) in *Grown Up Digital* and parts in *Tools for Teaching*. The Discussion Boards should be created to “open” at the scheduled time for class discussion.
- Groups will be assigned during the first class meeting.
- *Grown up Digital* – Selected Chapters: Discussion Board Due: February 17
- *Tools for Teaching* – Selected Parts: Discussion Board Due: March 3

5. Teaching Unit: You will create a teaching unit consisting of the following and related to the proposed course :

- Four 1.5 hour lesson plans (as per template provided)
- Handouts as required for individual lessons
- 1 PowerPoint® required, additional as needed for lessons
- 1 Additional Visual Aid required (video, etc.), additional as needed for lessons
- 4 Lecture Notes (prompts for instructor)
- 2 Lecture Guides (organized handout for students to follow lesson) required, additional as needed for lessons
- One Test (to include objective and subjective test items of varying levels of difficulty)

The teaching unit is to be submitted to Blackboard. Due: March 28

6. Teaching Presentation: You will present and record a 20-minute segment of a selected lesson from the teaching unit and upload it to YouTube. Instructions will be given during the workshop. Due: April 11

You will complete a presentation rubric for each presentation, including your own. The presentation rubric is posted under Course Documents.

- Download and save the rubric.
- Complete the rubric for each presentation. Save each complete presentation rubric as a separate document in the following form: name.presentation

- Email the completed rubric to the student and cc the professors
- Rubrics Due: April 25

A grading rubric for each assignment is posted on Blackboard in the Assignment Upload for the individual assignment.

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. You are 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.

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Discussion Board Participation

You will participate weekly in the threaded discussions. These discussions are an essential component of the participation grade for the course. The week begins on MONDAY and ends on FRIDAY. Your initial post to the must be made by Wednesday at 5:00 p.m. CST of each week. Responses to other students' posts must be made by Friday at 5:00 p.m. CST. Any threaded discussion posted after 5:00 on Friday will not be viewed by the professor and will *not* count towards class participation for that week.

Blackboard

You are responsible to check Blackboard for grades, assignments, course documents and announcements. You are also responsible for maintaining current information regarding email address on the Blackboard system and SelfServe. Having correct information is crucial for communication.

Plagiarism

A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Course Schedule

Tuesday

9:00-12:00.	Introductions- Review of Syllabus Deconstruction of Syllabus Discussion of <i>Tools for Teaching</i> Part I Chapter Assignments for Discussion Boards
1:00-4:00	ITC Visit <ul style="list-style-type: none">○ Discussion Board○ Course Documents○ Private YouTube videos

Wednesday

9:00-12:00	Writing Objectives Discussion of <i>Design for Teaching and Training</i>
1:00-4:00	Creating Lesson Plans

Thursday

9:00 – 12:00	Creating a Test
1:00-4:00	Methodology

Friday

9:00-12:00	Intelligences, Learning Styles Designing Assignments
1:00 – 4:00	Assignment Assessments

Selected Bibliography

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- 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.
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