



Advanced Pedagogy CEEF 9405

New Orleans Baptist Theological Seminary
Christian Education Division

2/20-21, 4/10-11, 5/8-9, 2015 Friday 1-9, Sat. 8-11

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

Professor of Christian Education

Director of Innovative Learning

dpeavey@nobts.edu : (504) 282-4455, ext. 3741 Dodd 109

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

Associate Professor of English and Education

svandercook@nobts.edu : (504) 282-4455, ext. 3742 HSC 208F

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.

The Purpose of the Course

The purpose of this course is to prepare students to teach in theological higher education and implement a variety of contemporary instructional strategies and forms of assessment in order to facilitate a greater depth of learning among learners.

Core Values

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 2014-2015 academic year the Core Value is *Spiritual Vitality*.

Course Description

Students will compare and evaluate contemporary instructional strategies and forms of assessment to be used in higher education. Instructional strategies to be examined include the flipped classroom, problem-based learning, and teaching online. Forms of assessment to be examined include rubrics, tests and measurements, portfolios, and informal and formal assessments. At the end of this course students will apply appropriate contemporary instructional strategies and forms of assessment to topics of study in an existing syllabus. *RDOC 9302 is a prerequisite for this course.*

Student Learning Outcomes

At the conclusion of the course you will be able to:

1. Identify the most appropriate contemporary instructional strategies and forms of assessment for use in a particular learning context.
2. Prioritize the utilization of contemporary instructional strategies and assessments that enable and enhance learning.
3. Integrate contemporary instructional strategies and forms of assessment into a particular learning context.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety. Refer to the course schedule for due dates.

Amador, José, Libby Miles, and Calvin Peters. *The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom*. Bolton, MA: Anker Publishing, 2006. ISBN-13: 978-1933371078

Arshavskiy, Marina. *Instructional Design for ELearning: Essential Guide to Creating Successful eLearning Courses*. CreateSpace, 2013. Kindle edition available. ISBN-13: 978-1492920878

Bergmann, Jonathan, and Aaron Sams. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education (ISTE), 2012. Kindle edition available. ISBN-13: 978-1564844682

Davis, Barbara. *Tools for Teaching*. 2d ed. San Francisco: Jossey-Bass, 2009. Kindle edition available. ISBN-13: 978-0787965679

Selke, *Rubric Assessment Goes to College: Objective, Comprehensive Evaluation of Student Work*. Lanham, MD: Rowman and Littlefield Education, 2013. Kindle edition available. ISBN-13: 978-1475803242

Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*, 2d ed. San Francisco: Jossey-Bass, 2009. Kindle edition available. ISBN-13: 978-0470289648

Additional Resources:

These suggested texts will aid in your understanding of course topics and construction of course assignments. They are not required reading.

Angelo, Thomas, and Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass, 1993. Kindle edition available. ISBN-13: 978-0131755932

Brookhart, Susan. and Norman Gronlund. *Gronlund's Writing Instructional Objectives*, 8th ed. Upper Saddle River, New Jersey: Pearson, 2009. ISBN-13: 978-0131755932

Stevens, Dannelle, Antonia Levi, and Barbara Walvoord. *Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*, 2d ed. Sterling, VA: Stylus Publishing, 2012. ISBN-13: 978-1579225889

Websites

<http://www.instructionaldesign.org/>

<http://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

http://www.jblearning.com/samples/0763740233/40233_ch03_final.pdf

<http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

<http://www.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm>

<http://php.indiana.edu/~nelson1/TCHNGBKS.html>

<http://www.ou.edu/content/cte/teaching.html>

Course Teaching Methodology

Teaching Method. This seminar meets one time virtually and three times on the New Orleans campus.

Assignments and Evaluation Criteria

Rubrics will be used to assess the following assignments. You can view the rubrics for each assignment on Blackboard in Advanced Pedagogy: Assignment Uploads.

Group Presentation (15%)

Due: Thur., February 20

You will be assigned to a group to create a 1-hour class presentation by which you will model the assigned contemporary instructional strategy. During the first week of the semester group assignments will be emailed by the professor and posted to Advanced Pedagogy:

Announcements. You are responsible for connecting with group members and collaborating in a timely manner to develop the presentation. Contact information may be found in Advanced Pedagogy: Email. A helpful guide to use is the *Lesson Plan Template* which is posted under course documents. You should:

- Use a presentation software such as, but not limited to, PowerPoint or Prezi;
- Provide a bibliography with a minimum of 10 sources related to the assigned strategy;

- Engage class participants;
- Provide a one-week notice of your expectations of classmates so that they may be prepared for your topic presentation.

All presentation materials will be posted on Advanced Pedagogy: Discussion Board on the day of the presentation. The grading rubric for this assignment is located on Blackboard in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcome #1.*

A Note on Collaboration: Your presentation is collaborative. Each student in the group is expected to complete a similar amount of work and to contribute equally to the final project. You will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work are committing academic dishonesty.

Learning Unit (25%)

Due: Fri., March 20

You will create a complete learning unit containing a minimum of *two* lessons (may not be lessons created in RDOC 9302) using the flipped classroom, problem-based learning, or a supplemental online learning module (for a unit, not an online course). You should:

- Incorporate appropriate traditional and contemporary instructional strategies;
- Indicate how you will utilize technology (e.g. BlueJeans, presentation software, online videos, etc.) within the selected strategy.

This assignment should be submitted to Advanced Pedagogy: Assignment Upload, where the grading rubric is located. *This assignment is related to student learning outcome #3.*

Reflection on Strategies (15%)

Due: Fri., March 20

You will write a 6-8 page reflection paper regarding your rationale for the utilization of the specific strategies integrated into the learning unit you developed. This assignment may be written in first person. You should cite a minimum of 5 sources, which may include course textbooks. This assignment should be submitted to Advanced Pedagogy: Assignment Upload, where the grading rubric is located. *This assignment is related to student learning outcome #2.*

Assignment Rubrics (20%)

Due: Fri., April 17

You will design a grading rubric in Advanced Pedagogy Practice Shell (in which you will have instructor role) for each assignment in the course syllabus you created in RDOC 9302 or one provided by the professor. You will post each assignment *and the grading rubric* in Advanced Pedagogy Practice Shell: Assignment Upload. Title each assignment as follows: your last name - assignment title (e.g. Peavey - Reflection). The grading rubric for this assignment is located in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcome #3.*

Unit Test (10%)

Due: Thur., May 14

You will create an online unit test in Advanced Pedagogy Practice Shell specific to the Learning Unit you developed. The test must include multiple choice, true/false, matching, and short

answer and essay questions. You will post the test Advanced Pedagogy Practice Shell: Assignment Upload with the title as follows: your last name.test (e.g. Peavey.test). The grading rubric for this assignment is located in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcome #3.*

Class Participation (15%)

You are expected to participate actively in class discussions, presentations, and learning labs in the ITC. Your participation is important not only for your own learning but also for that of others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to class activities and discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work. A learning community like this one relies on the contributions and participation of all its members. If you attend class but do not participate on a regular basis, you will not receive the full 15%. The grading rubric for this assignment is located in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcomes 1-3.*

Course Evaluation

Group Presentation	15%
Reflection on Strategies	15%
Learning Unit	25%
Assignment Rubrics	20%
Unit Test	10%
Class Participation	15%

Course Schedule

Date	Topic	Assignment
Jan. 20 Meeting #1 Collaborate Online with Assigned Group	Preparation of Group Presentations: Flipped Classroom, Problem-based Learning, Online Learning Modules	<i>The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom; Instructional Design for ELearning: Essential Guide to Creating Successful eLearning Courses; Flip Your Classroom: Reach Every Student in Every Class Every Day</i>
Feb. 20/21 Meeting #2 Session 1 1-4	Overview of Student Learning Objectives and Assignments	
Session 2 5-8	Group Presentations	Presentations: Flipped Classroom, Problem-Based
Session 3 8-11	Group Presentation and Connecting to the Syllabus	Presentation: Online Learning Modules (units, not course)
Fri., March 20		Learning Unit and Reflection on Strategies Due
April 10/11 Meeting #3 Session 1	Rubrics and Test Construction (ITC Training) Dr. Bob Cole: Center for	<i>Rubric Assessment Goes to College: Objective, Comprehensive Evaluation of Student Work; Assessing Student Learning: A Common Sense</i>

1-4	Technology and Learning, NOBTS	<i>Guide</i>
Session 2 5-8	Technologies: DropBox, BlueJeans, Snagit, Audio Files, Webex (ITC Training) Dr. Bob Cole: Center for Technology and Learning, NOBTS	
Session 3 8-11	ITC – Lab	ITC – Lab – develop rubrics and/or test
Fri., Apr.17		Assignment Rubrics Due
May 8/9 Meeting #4 Session 1 1-4	Informal Assessments	
Session 2 5-8	Formal Assessments	
Session 3	Discussion of <i>Tools for Teaching</i> ; Review	<i>Tools for Teaching</i>
Thur., May 14		Unit Test Due

Course Policies

Classroom Decorum: Your participation is required for every seminar session. You are expected to:

- Come to the seminar with a constructive point of view, prepared to interact with the readings and resources related to 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: Absences from a doctoral seminar are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

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.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

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.

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 notice.

Grading Scale: Your 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 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-percent penalty and 1 percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Withdrawal from the Seminar: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be

followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

You will be enrolled in two Blackboard shells for this course – Advanced Pedagogy in which you will be enrolled as a student and Advanced Pedagogy Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you need that may be provided.

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> .

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 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.

Selected Bibliography

eLearning

- Conrad, Rita-Marie, and J Ana Donaldson. *Engaging the Online Learner, Updated: Activities and Resources for Creative Instruction*. updated ed. San Francisco: Jossey-Bass, 2011. ISBN - 10: 1118018192
- Pitman, Benjamin. *Designing Effective Elearning: A Step-by-step Guide*. Suwanee, GA: eProficiency Inc., 2011. ISBN - 10: 1456541757
- Vai, Marjorie, and Kristen Sosulski. *Essentials of Online Course Design: A Standards-Based Guide*. New York: Routledge, 2011. ISBN - 10: 0415873002

Flipped Classroom

- Bergmann, Jonathan, and Aaron Sams. *Flipped Learning: Gateway to Student Engagement*. Eugene, OR: International Society for Technology in Education, 2014. ISBN -10: 1564843440
- Bretzmann, Jason *Flipping 2.0: Practical Strategies for Flipping Your Class*. New Berlin, Wisconsin: Bretzmann Group, 2013. ISBN - 10: 0615824072
- Fulton, Kathleen *Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education*. Thousand Oaks, CA: Corwin, a SAGE Company, 2014. ISBN - 10: 1483332810

Problem Based Learning

- Barell, John. *Problem-Based Learning: An Inquiry Approach*. 2d ed. Thousand Oaks, CA: Corwin Press, 2007. ISBN - 10: 141295004X
- Barrett, Terry, and Sarah Moore, eds. *New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education*. New York: Routledge, 2011. ISBN - 10: 9780415871495
- Duch, Barbara J., Susan E. Groh, and Deborah E. Allen, eds. *The Power of Problem-Based Learning: A Practical*. Sterling, Va.: Stylus Pub., 2001. ISBN - 10: 1579220371

Rubrics

- Brookhart, Susan M. *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, Virginia: ASCD, 2013. ISBN - 10: 1416615075
- Stevens, Dannelle D., and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. 2nd ed. Sterling, Va.: Stylus, 2013. ISBN - 10: 1579225888
- Wilson, Maja. *Rethinking Rubrics in Writing Assessment*. Portsmouth, NH: Heinemann, 2006. ISBN - 10: 0325008566

Teaching in the Classroom

- Ambrose, Susan A. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, 2010. ISBN - 10: 0470484101

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN - 10: 0674013255

Svinicki, Marilla D., and Wilbert James McKeachie. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 14th ed. Belmont, CA: Wadsworth, Cengage Learning, 2014. ISBN - 10: 1133936792

Test & Measurements

Middaugh, Michael F. *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2010. ISBN - 10: 0470400900

Salkind, Neil J. *Tests and Measurement for People Who (Think They) Hate Tests and Measurement*. 2d ed. Thousand Oaks, CA: SAGE Publications, 2013. ISBN - 10: 1412989752

Walvoord, Barbara E. *Assessment Clear and Simple: a Practical Guide for Institutions, Departments, and General Education*. 2d ed. San Francisco, CA: Jossey-Bass, 2010. ISBN - 10: 0470541199