



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

PhD Reading Colloquium CESR9302 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 and its ministries.

Purpose of Course

This seminar is designed for doctoral students who are in the residency/candidacy stage of the PhD program. Students should read and discuss the assigned books and as a result be familiar with representative works in the field, thus making them better seminar participants. The purpose will be to enhance the student's understanding of the literature, journals, websites, etc. which will potentially comprise the bibliography of the dissertation.

Our 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 worshiping 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.

The Core Value for this academic year is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will expand their familiarity and knowledge of biblical passages related to the field of Christian education.
2. *Theological and historical perspective*: Students will learn the historical context of disciplines within the field of Christian education and evaluate them within a biblical and Christian framework.
3. *Interpersonal relationships*: Students will increase the perceived value of appropriate and significant relationships within families, churches, and communities.
4. *Spiritual and character formation*: Students will learn the principles from the disciplines studies that encourage spiritual growth and promote Christ-like living.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

Cognitive

- Be familiar with the wider body of resources related to the field of Christian Education.
- Identify 7-10 resources in each specific discipline which will inform in the area of Christian Education

Affective

- Understand the importance of selected resources as they relate to the wider field.
- Associate titles with significant authors in the specific discipline

Psychomotor

- Become conversant in “annotated bibliography” form with the resources.
- Articulate the ideas in conversation with the professor and peers.

Course Teaching Methodology

This course will utilize a discussion and interactive discovery-learning format.

Assignments and Evaluation Criteria

Assignment Formatting

Unless otherwise noted, type all assignments according to Turabian format.

Required Assignments Summary

Teaching Method. This course will be taught through:

Independent reading and evaluation

1. Online dialog with other students and professor
2. On-campus discussion of texts led by students and facilitated by the professor.
3. Preparation of a critical review, executive summary or discussion presentation for each textbook.

Course Methodology

1. Discussion of texts led by students and facilitated by the professors.
2. Each student will prepare a book response for each textbook and a discussion guide for the assigned textbooks.

Course Evaluation

Book Review	15%
Executive Summary	15%
Talking Points	20%
Exam Study Guides (4@10pts)	40%
Class facilitation/participation	10%

Seminar Assignments

Students are expected to read all required textbooks and prepare to discuss them during the colloquium meeting. Students have twelve (12) writing assignments as part of this colloquium: a Book Review, an Executive Summary, 4 Exam Study Guides and 6 Talking Points. Specific textbooks from the primary text list will be assigned.

Book Review

Students will write a book review of an assigned book from the required reading list. Submit with a header identifying Student Name, Date, and Colloquium title. Include a bibliographic entry at the top of the page.

Content: The summary should address the following issues:

- Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
- Assessment of whether the author succeeded in achieving the purpose of the book.
- Identify the major strengths and weaknesses of the book.
- Identify 5-7 principles, ideas, and concepts presented in the book you find valuable enough to discuss in the colloquium. (include parenthetical references)
- Locate reviews of the book and summarize some of the viewpoints held by other persons who have evaluated the material. (site references)
- Indication of your reaction to the book; how the book has/has not contributed to your insights concerning the subject of the book and your personal ministry. (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).

Executive Summary

Each student should prepare an executive summary on one assigned text book (assigned by the professor) from the required textbook list. The summary should highlight major ideas, specific principles, critiques and criticisms as well as suggested applications to contemporary ministry or teaching contexts.

- A summary template will be made available to all colloquium participants through Blackboard and email.
- These summaries should be posted in the Blackboard course and made available to other students in the discussion board.

Talking Points

Each Student will read and identify at least 10 talking points (key ideas, observations, insights, criticisms, etc.) from each of the required text books (excluding the review and summary).

Include a complete bibliographic entry and submit on a single page for each book. A header should include your name, assignment, date, course name. Be prepared to discuss in class.

Exam Study Guides

Each student will create a **Study Guide** suitable for preparation for a doctoral program **oral exam**. A suggested template will be supplied. Alternatives will be received with approval.

- Include biographical information of the author or subject of the textbook.
- The guide should also include bibliographic information, key ideas and principles, (i.e. stages of development, theoretical construct, etc) and significant quotes. Details of the book should be communicated in such a way that all students will have a familiarity with the text.
- Applications relevant to developing a personal philosophy should be incorporated (i.e. curriculum, learning theories, epistemological or axiological considerations) Use of bulleted lists, diagrams, pictures and other mnemonic devices is permitted.
- Submit with a header identifying Student Name, Date, and Colloquium title. Include a bibliographic entry at the top of the page.

Class Facilitation/Participation

Each student is expected to participate fully in all colloquium sessions having read assigned texts before the session. Each student will lead the seminar discussion on specific assigned textbooks.

Colloquium Meetings

8 a.m. - 4pm on July 25, 2016. Location to be determined.

Required Texts

Prior to this reading colloquium, students should have already read and be familiar with texts utilized in related Master's level classes. A recommended reading list will be provided if you do not have one.

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified. Students will be required to submit a Book Review for one assigned text, a Book Summary for a second assigned text and Talking Points for the remaining six required books.

Required (Educational Foundations)

Estep, James R., M. Roger White and Karen L. *Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims*. Nashville: B&H Academic, 2012

Issler, Klaus and Ronald Habermas. *How We Learn: A Teachers Guide to Educational Psychology*. Wipf & Stock, 2002 (ISBN: 978-1579109677)

Lingenfelter, Judith, and Sherwood Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Academic, 2003

Pazmino, Robert. *Foundational Issues in Christian Education*. Grand Rapids, MI: Baker Academic, 2008 (ISBN: 978-0-8010-3593-7)

Church Administration

Berkley, James D. *Leadership Handbook of Management and Administration*. Grand Rapids: BakerBook House, 2008. (ISBN 978-0-8010-6814-0)

Gangel, Kenneth O. *Feeding and Leading: A practical handbook on administration in church and Christian organizations*. Grand Rapids: Baker Book House, 2000. (ISBN 978-0-8010-6331-2)

Powers, Bruce (ed). *Church Administration Handbook*. Nashville: Broadman & Holman Press, 2008. (ISBN 978-0-8054-4490-2)

Stevens, Tim and Tony Morgan. *Simple Strategic Stuff: Help for leaders drowning in the details of running a church*. Loveland CO: Group Publishing, 2004. (ISBN 0-7644-2625-7)

Primary Source Texts

Students will select 4 books (2 Philosophy and Theory and 2 Education Leaders) from the following list develop and present an Exam Study Guide for each during the colloquium. Alternative foundations or administration books may be suggested by students.

Selected or suggested texts must be approved by the seminar professor.

Students will not be expected to read all books from the primary textbook list.

Educational Philosophy and Theory

Bandura, Albert. *Social Learning Theory*

Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.

Bruner, Jerome S. *The Process of Education*. Cambridge: Harvard University Press, 1960.

Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.

_____. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston: Allyn and Bacon, 1979

Dewey, John. *Education Today*. ed. by Joseph Ratner. New York: Greenwood Press, 1969.

Elkind, Daniel. *Development of the Child*. 1978

Erickson, Erik. *Identity and the Life Cycle*. New York: W. W. Norton, 1994

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.

Freire, Paulo. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, trans. by Robert R. Barr. New York: Continuum, 1994.

Lewin, Kurt. *Dynamic Theory of Personality*. New York and London: McGraw-Hill, 1935.

Locke, John. *John Locke on Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Rogers, Carl R. *Freedom to Learn: A View of What education Might Become*. Columbus, Ohio: C.E. Merrill Pub. Co., 1969.

Thorndike, Edward L. *Human Learning*. Cambridge, Mass.: MIT Press, 1966.

Christian Education Leaders

Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.

Coe, George Albert. *What is Christian Education?* New York: Scribner, 1935.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman & Holman, 1995.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1994.

Miller, Randolph Crump. *Biblical Theology and Christian Education*. New York: Scribner, 1956.

_____. *Education for Christian Living*. Englewood Cliffs, N.J.: Prentice-Hall, 1956.(1962)

_____. *Christian Nurture and the Church*. 1961

_____. *The Theory of Christian Education Practice: How Theology Affects Christian Education*. Birmingham: Religious Education Press, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, Grand Rapids, MI: Baker Academic, 2001.

Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961

Gangel, Kenneth O. and Howard G. Hendricks, eds. *The Christian Educator's Handbook on Teaching*. Grand Rapids, MI: Baker Books, 1988.

Instructions for enrolling in NOBTS Blackboard

(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: a. When the new page opens, log in on your account proceed to Step 6.If you do not have an account 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 **CESR9301**.

Step 9: Click **Submit**.

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

Schedule/Assignments

Textbook Author(s)	Students Assigned to Facilitate/Book Discussion
Educational Foundations	
<i>Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims.</i> Estep and White	
<i>How We Learn,</i> Issler, Klaus and Ronald Habermas	
<i>Teaching Cross-Culturally:</i> Lingenfelter	
<i>Foundational Issues in Christian Education.</i> Pazmino	
Administration	
<i>Leadership Handbook of Management and Administration,</i> Berkley	
<i>Feeding and Leading,</i> Gangel	
<i>Church Administration Handbook,</i> Powers (ed).	
<i>Simple Strategic Stuff,</i> Stevens Morgan.	
Primary Texts	
Bandura, Albert. <i>Social Learning</i>	
Bloom, Allen. <i>The Closing of the American Mind.</i>	
Bruner, Jerome S. <i>The Process of Education.</i>	
Combs, Arthur W. <i>Individual Behavior</i>	
Combs, <i>Myths in Education</i>	
Dewey, John. <i>Education Today</i>	
Elkind, Daniel. <i>Development of the Child.</i> 1978	
Erickson, Erik. <i>Identity and the Life Cycle.</i>	
Fowler, James W. <i>Stages of Faith</i>	

Textbook Author(s)	Students Assigned to Facilitate/Book Discussion
Freire, Paulo. <i>Pedagogy of Hope</i>	
Lewin, Kurt. <i>Dynamic Theory of Personality.</i>	
Locke, John. <i>John Locke on Education.</i>	
Rogers, Carl R. <i>Freedom to Learn</i>	
Thorndike, Edward L. <i>Human Learning.</i>	
Bushnell, Horace. <i>Christian Nurture.</i>	
Coe, George Albert. <i>What is Christian Education?</i>	
Edge, Findley B. <i>Teaching for Results</i>	
Groome, Thomas H. <i>Christian Religious Education</i>	
Hendricks, Howard. <i>Teaching to Change Lives</i>	
Marsden, George M. <i>The Soul of the American University:</i>	
Miller, Randolph. <i>Biblical Theology and Christian Education</i>	
Miller, Randolph. <i>Education for Christian Living</i>	
Miller, Randolph. <i>Christian Nurture and the Church</i>	
Miller, Randolph. <i>The Theory of Christian Education Practice</i>	
Pazmiño, Robert W. <i>God Our Teacher</i>	
Wyckoff, D. Campbell. <i>Theory and Design of Christian Education Curriculum</i>	
Gangel, Kenneth O. and Howard G. Hendricks, eds. <i>The Christian Educator's Handbook on Teaching</i>	

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid

PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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