



Teaching in Higher Education RDOC 9302

New Orleans Baptist Theological Seminary
Christian Education Division
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Donna B. Peavey, B.S., M.R.E., Th.M., Ph.D.

Professor of Christian Education

Director of Innovative Learning

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

Rick Yount, B.S., M.R.E., Ph.D., Ph.D.

Visiting Professor of Christian Education

ryount@nobts.edu

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 prepare doctoral students to be effective members of a teaching faculty at a Christian college or seminary.

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 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.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-16 academic year, that Core Value is *Mission Focus*.

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

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct their philosophy of teaching, a curriculum vitae, and demonstrate skill in teaching.

Student Learning Outcomes

By the end of this study, you will be able to:

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

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. (Kindle edition available) ISBN: 9780674013254
- Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN-13: 9780787965679
- Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2nd ed. San Francisco, CA: Jossey-Bass, 2013. (Kindle edition available) ISBN: 9781118124253
- Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307

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.
- _____, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: Broadman and Holman Academic, 2010.

Course Teaching Methodology

This workshop meets on the New Orleans campus from Tuesday through Friday 9:00 – 5:00.

Date	Assignments
Dec. 28-Jan. 1	"Getting to Know You" Discussion Board What the Best College Teachers Do Professor-led Discussion Board Submit Course Name and Rationale to Blackboard by Friday, Jan. 1
January 4-8	Creating Significant Learning Experiences Professor-led Discussion Board
January 12-15	Class Meeting (see Class Meeting Schedule, pg. 6)
January 18-22	Teaching Unprepared Students – Chapters 2-4: ALL Student Group-led Discussion Boards Due Monday, Jan. 19
January 25-29	Teaching Unprepared Students – Chapters 5.6.8
February 12	Syllabus Due to Blackboard
March 4	Teaching Unit Due to Blackboard
March 18	Teaching Presentation Due
April 1	Rubrics Due to Presenters and Professors
April 8	Curriculum Vitae and Philosophy of Teaching Due to Blackboard

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

Assignments and Evaluation Criteria

Pre-Workshop

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 28-January 1
 - *What the Best College Teachers Do* –
 - 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. See Course Policies for further information.
- January 4-8
 - *Creating Significant Learning Experiences*

This assignment is related to Student Learning Outcome #1.

3. Course Name and Rationale: You will be developing 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 (including Leavell College) nor taught at another institution or taken by you at another institution.* Prior to the workshop meeting submit:

- 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.

Due to Blackboard: Friday, January 1

This assignment is related to Student Learning Outcome #3.

Post-Workshop

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. All discussion prompts must be posted by Monday, January 18.

- You will be assigned to a discussion group to create a Blackboard Discussion Board based on assigned chapter(s) in *Teaching Unprepared Students*. The Discussion Boards should be created to “open” at the scheduled time for class discussion.
- Groups will be assigned during the first class meeting.

Due to Instructor Blackboard Shell: Monday, January 18

This assignment is related to Student Learning Outcome #1.

5. Syllabus. 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.*

Due to Blackboard Friday, February 12.

This assignment is related to Student Learning Outcome #3.

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

- 2 lesson plans
 - One 1.5 hour (as per template provided)
 - One “micro-teach” (10 minutes); Refer to [Microteaching, an efficient technique for learning effective teaching](#), and [Center for Teaching Excellence: MicroTeaching Details](#)
- Handouts as required for individual lessons
- 1 presentation created with presentation software (i.e. PowerPoint, Prezi) required, additional as needed for lessons
- 1 Additional visual aid required (video, etc.), additional as needed for lessons
- 2 lecture notes (prompts for instructor)
- 1 lecture guide (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). Refer to guidelines posted in Course Documents.

Due to Blackboard: Friday, March 4

This assignment is related to Student Learning Outcome #3.

7. Teaching Presentation and Rubrics: You will present and record a 10-15 minute MicroTeach lesson from the teaching unit and upload it as an unlisted YouTube video. You will then email the link to Dr. Peavey and the video will be posted on Blackboard under Course Documents. Complete instructions will be given during the workshop.

Due: Friday, March 18

Rubrics

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: Friday, April 1

This assignment is related to Student Learning Outcome #3.

8. Curriculum Vitae: You will create a curriculum vitae that reflects your academic experience and related educational experiences. The CV should be suitable for submission to an institution of higher learning.

Due to Blackboard: Friday, April 8

This assignment is related to Student Learning Outcome #1.

9. Philosophy of Teaching: You will write a philosophy of teaching and submit to Blackboard. Your philosophy:

- should consist of 2 pages minimum;
- should follow the guidelines found at <http://ucat.osu.edu/read/teaching-portfolio/philosophy> ; and
- may be either APA or Turabian
- This assignment should be completed in first person.

Due to Blackboard: Friday, April 8

This assignment is related to Student Learning Outcome #2.

Course Evaluation

Teaching Presentation	15%
Units	15%
Syllabus	25%
Student-led Discussion Boards	10%
Class Participation	15%
Curriculum Vitae	10%
Philosophy of Teaching	10%

Class Meeting Schedule

Tuesday

9:00-12:00

Introductions- Review of Syllabus
Deconstruction of a Syllabus
Chapter Assignments for Student-led Discussion Boards

1:00-4:00

ITC Visit

- Discussion Board
- Course Documents
- Unlisted YouTube videos (for lesson presentation)

Wednesday (9:00 – 4:00)

Domains and Levels of Learning

Writing Objectives/Student Learning Outcomes

- Course
- Lesson

Discussion of *Design for Teaching and Training*

Thursday (9:00 – 4:00)

Assessments/Assignments (Alignment with Student Learning Outcomes)

Creating Lesson Plans/MicroTeach

Methodologies

Friday (9:00 – 4:00)

Creating a Test

Discussion of *Tools for Teaching*

Philosophy of Teaching

Writing a Curriculum Vitae

*Topics may be reordered as need arises.

Course Policies

Absences: Absences 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.

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.

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.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course

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

- Come to the sessions 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.

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

Laptops: Laptops 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. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-point penalty and 1 point 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.

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.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

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.

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.

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 – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education 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.

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.

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.

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> .

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 that you may need and we are able to provide.

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.

Selected Bibliography

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Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass, 1990.

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