



Teaching in Higher Education RDOC 9302
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
January 15-18, 2019

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Mission Statement

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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity - Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith & Message 2000

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

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.

3. Disciple Making: Students will be led to understand teaching as a call to disciple and reflect such in a philosophy of teaching.
4. Interpersonal relationships: Students will interact in online and class forums that will provide opportunities to enhance their interpersonal skills

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 a professional portfolio, including a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and video documentation of teaching.

Student Learning Outcomes

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

1. Demonstrate an understanding of how to develop the components of a professional portfolio by constructing a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher education, and video documentation of teaching.
2. Demonstrate an understanding of best practices regarding teaching strategies and learning experiences by communicating in class and on discussion boards an evaluation of their educational experiences as compared to those proposed as best practice in the assigned texts.
3. Demonstrate skill in developing and monitoring online discussion boards by developing and monitoring discussion boards as assigned.
4. Demonstrate skill in teaching in higher education by preparing and executing a learning session for students in higher education.
5. Demonstrate skill in evaluating teaching presentations by evaluating teaching presentations of self and classmates.

Textbooks

Required

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. (Kindle edition available) ISBN: 9780674013254

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

Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307

Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104

Highly Recommended

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

Supplemental

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

Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679

_____, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: B & H Academic, 2010.

On-line Assessments

Complete the following assessments prior to the class meeting. Bring the result of your assessments to class.

- The VARK Questionnaire: a guide to learning styles - <http://vark-learn.com/the-vark-questionnaire/>
- The VARK for Teachers and Trainers at <http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/>
- Multiple Intelligences Self-Assessment <https://www.edutopia.org/multiple-intelligences-assessment>

Course Teaching Methodology

Students will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus Tuesday through Friday 9:00 – 4:30.

Teaching Method

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

Course Requirements

Pre-Workshop

1. Reading
Read *What the Best College Teachers Do, Creating Significant Learning Experiences, The Professor's Puzzle* and *Teaching Unprepared Students* prior to the workshop.

2. Pre-Workshop Discussion Boards (10%) Due: See Course Schedule
Participate in the assigned discussion boards for two weeks prior to the class meeting. These discussions are an essential component of the course.

- December 31-January 4: *What the Best College Teachers Do*
- January 7-11: *Creating Significant Learning Experiences*

Replying to the Professor's Post: Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In each discussion board you will post a response to one other student's response. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by WEDNESDAY at 5:00 p.m. CST of each week. Responses to other students' posts must be made by SUNDAY at 11:59 p.m. CST. *This assignment is related to Student Learning Outcome #2.*

3. QQTP - Questions, Quotations & Talking Points (10%) Due: Tuesday, January 15
In two one-page papers, generate questions, quotes, and talking points in response to *The Professor's Puzzle* and *Teaching Unprepared Students*.
- Questions: Note the points at which a question comes to mind as you read *The Professor's Puzzle* and *Teaching Unprepared Students*. For each text, write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous discussion or readings.
 - Quotation: For each text, select a quotation that is especially pertinent or relevant to the main points of the readings. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Remember to cite the source.
 - Talking Points. Write talking points for each text that show that you have thought seriously and critically about the readings. You do not need to answer your question here, but you may talk about it if you wish. Write at least *five* detailed talking points, covering several different topics from the readings. A rubric for this assignment is posted on Blackboard. *This assignment is related to Student Learning Outcome #2.*

4. Course Name and Rationale Due: Friday, January 11
This course must be one that is not taught presently at NOBTS (including Leavell College) nor taught or taken by you at another institution. Prior to the workshop meeting submit to Assignment Upload and the designated Discussion Board:
- the name of the proposed course
 - a one-paragraph rationale for the proposed course which explains why this course is needed in a course of study. Where will it fit into the overall curriculum? Does it fill in a gap? This is NOT a course description.
- This assignment is related to Student Learning Outcome #1.*

Post-Workshop

4. Student-Developed Online Teaching Environment (10%) Due Monday, January 21
You are enrolled as an *instructor* in Teaching in Higher Education Practice Shell for the purpose of this assignment. In this course shell you have access to instructor tools.
- Create a graded Discussion Board (include a question) with your last name.
 - Create a Menu link with your last name. In your link:
 - Upload a Youtube video
 - Attach a document
 - Post a web-link
- This assignment is related to Student Learning Outcome #3.*

5. The Professional Portfolio (70% - see below for components)
The following assignments are components of the Professional Portfolio:

Syllabus (20%) Due: February 15
Construct a syllabus following the course template of the Graduate Division of NOBTS. A template is posted on Blackboard under Course Documents. (This course's syllabus is designed using the template.) A textbook must be chosen and reflected in the course schedule. *This assignment is related to Student Learning Outcome #1.*

MicroTeach Lesson Plan (15%) Due Friday, March 2
Construct a 15-minute MicroTeach Lesson Plan following the Lesson Plan Template that is related to the course that you develop. (This is the lesson plan that you will execute). *This assignment is related to Student Learning Outcomes #1 & #4.*

Teaching Presentation (15%) Due Friday, March 16
Present and record the 15-minute MicroTeach lesson. Submit the unlisted YouTube video to the assignment drop. Instructions for posting the video will be provided. A rubric for this assignment is in Assignment Upload. *This assignment is related to Student Learning Outcome #4.*

Curriculum Vitae (10%)

Due: Friday, April 6

Construct a curriculum vitae that reflects your educational experiences and related academic experience. The CV should be suitable for submission to an institution of higher learning. *This assignment is related to Student Learning Outcome #1.*

Philosophy of Teaching (10%)

Due: Friday, April 6

Write a 2-page philosophy of teaching, including each of the elements in the rubric posted on Blackboard. Refer to guidelines found at <http://ucat.osu.edu/read/teaching-portfolio/philosophy>. Either APA or Turabian form may be used. Since this is a personal philosophy it should be completed in first person. *This assignment is related to Student Learning Outcome #1.*

Evaluation of Grade

The student's grade will be computed as follows:

Discussion Boards	10%
Student-Developed Online Environment	10%
QQTP	10%
Teaching Portfolio	70%
• Syllabus	(20%)
• Lesson Plan	(15%)
• Presentation	(15%)
• CV	(10%)
• Philosophy	(10%)

This is a pass/fail course. You must earn a final average of 85% or more to pass.

Course Schedule

Date	Assignments
Dec. 31-Jan. 6	"Getting to Know You" Discussion Board What the Best College Teachers Do Professor-led Discussion Board
January 7-13	Creating Significant Learning Experiences Professor-led Discussion Boards; Course Name and Rational Due – January 13
January 15-18	Class Meeting (see Class Meeting Schedule, pg. 6)
February 15	Syllabus Due to Blackboard
March 1	MicroTeach Lesson Plan Due to Blackboard
March 15	Micro-Teach Recorded Presentation Due
March 29	Curriculum Vitae and Philosophy of Teaching Due to Blackboard

Class Meeting Schedule

Tuesday

9:00	Introductions/Course Overview	Dr. Donna Peavey
10:00	Break	
10:15	The Big Picture	Dr. Randy Stone
11:30	QQTP: <i>The Professor's Puzzle</i>	Dr. Donna Peavey
12:00	Lunch	
1:30	Domains and Levels of Learning	Dr. Rick Yount
2:45	Break	
3:00	Domains and Levels of Learning	
4:30	Dismiss	

Wednesday

9:00	Constructing <i>Course</i> Outcomes Constructing <i>Session</i> Learning Outcomes	Dr. Rick Yount
10:15	Break	
10:30	Constructing Learning Outcomes (cont.)	
12:00	Lunch	
1:30	MicroTeach Lesson Plan	Dr. Rick Yount
2:45	Break	
3:00	Lesson Plan and Platform Skills	
4:30	Dismiss	

Thursday

9:00	Learning Styles/Multiple Intelligences	Dr. Donna Peavey
10:15	Break	
10:30	LS/MI Cont.	
12:00	Lunch	
1:30	Methodologies/Creative Learning Assignments	
2:45	Break	
3:00	(Continued)	
4:30	Dismiss	

Friday

9:00	QQTP: <i>Teaching Unprepared Students</i>	Dr. Donna Peavey
9:30	Construction of a Course o Backwards Design	
10:15	Break	
10:30	Deconstruction of a Syllabus	
12:00	Lunch	
1:30	Blackboard Instructor Training, ITC	Michael Steinmetz
4:30	Dismiss	

Course Policies

Academic Policies: Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Graduate Catalog*](#).

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 be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

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.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Grading Scale: This is a pass/fail course. You must earn a final average of 85% or more to pass.

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: Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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 Course: 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 are 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.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

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: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Selected Bibliography

- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999.
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- Barkley, Elizabeth. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass, 2009.
- Boettcher, Judith, and Rita-Marie Conrad. *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips, 2nd Edition*. San Francisco: Jossey-Bass, 2016.
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- Hendricks, Howard G. *Teaching to Change Lives*. Portland, OR: Multnomah Press, 1987.
- Kowis, Mike. *Engaging College Students: A Fun and Edgy Guide for Professors*. Conroe, TX: Lecture PRO Publishing, 2016.
- Nilson, Linda. *Teaching at Its Best: A Research-Based Resource for College Instructors 4th Edition*. San Francisco: Jossey-Bass, 2016.
- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, MI: Baker Academic, 2004.
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- Wilkinson, Bruce. *The 7 Laws of the Learner*. Sisters, OR: Multnomah Press, 1992.
- _____. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: B & H Academic, 2010.
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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 –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS