



Teaching in Higher Education RDOC 9302
New Orleans Baptist Theological Seminary
Research Doctoral Program
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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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 teaching portfolio prepared to present to an institute of higher learning consisting of a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and a video documentation of teaching.

Student Learning Outcomes

By successfully completing this course, you should be prepared to teach effectively in Christian higher education. At the conclusion of the course, you will demonstrate:

1. . . . understanding of best practices regarding teaching and learning experiences.
2. . . . skill in creating the components of a professional teaching portfolio.
3. . . . skill in developing an online teaching environment.

Textbooks

Required

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN: 9780674013254. Kindle edition available.
- Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2nd ed. San Francisco, CA: Jossey-Bass, 2013. ISBN: 9781118124253. Kindle edition available.
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307. Kindle edition available.
- Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104. Kindle edition available.
- ATS, *New Standards of Accreditation.pdf* (This document is to be voted on in June, 2020).
<https://www.ats.edu/uploads/accrediting/documents/final-version-of-standards-policies-bylaws.pdf> (Pages 1-18).

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
- O'Brien, Judith, Barbara Mills, Margaret Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd ed. San Francisco: John Wiley & Sons, 2008. ISBN-13: 978-0470197615. Kindle edition available.

On-line Assessments

Explore the following websites and complete the assessments prior to the class meeting.

- VARK: A Guide to Learning Preferences. <https://vark-learn.com/> Complete the VARK Questionnaire and the VARK for Teachers and Trainers.
- Literacy Works: Multiple Intelligences for Adult Literacy and Education. <https://www.literacynet.org/mi/home.html> (Review the Introduction, Assessment, and Practice sections).

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.

Course Requirements

Pre-Workshop

1. Reading

Read *What the Best College Teachers Do* and *Creating Significant Learning Experiences* before the Discussion Boards, which begin 2 weeks prior to the workshop. Have all other readings completed by day 1 of 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 28- January 3: *What the Best College Teachers Do*
- January 4-10: *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.*

Workshop

1. **QQTP - Questions, Quotations & Talking Points (10%)** Due: Tuesday, Jan. 12

Write a one-page paper in response to each - *The Professor's Puzzle* and *Teaching Unprepared Students*- including each of the following:

- Questions: Note the points at which a question comes to mind as you read each text. For each text, write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous 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). 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 reading. A rubric for this assignment is posted on Blackboard. *This assignment is related to Student Learning Outcome #1.*

2. Course Name and Rationale

Due: Tuesday, Jan. 12

Submit a name and rationale for a course you propose to develop. This course must be developed for a degree plan in a division in which you are credentialed. The proposed course must be one that is not taught presently at NOBTS, Leavell College, nor taught or taken by you at another institution. Prior to the workshop meeting, submit your proposal and a one-paragraph rationale to Assignment Upload and the designated Discussion Board. The rationale should explain why this course is needed in a course of study. Where will it fit into the overall curriculum? Does it fill a gap? This is NOT a course description. *This assignment is related to Student Learning Outcome #1.*

Post-Workshop

1. Teaching with Technology (10%)

Due Monday, Jan. 18

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) titled with your last name (i.e., Skywalker Discussion Question).
- Create a Menu link with your last name (i.e., Skywalker). In your link:
 - Upload a Youtube video
 - Attach a document
 - Post a web-link
 - Create an Assignment with the following elements:
 - Title (i.e., Skywalker Assignment)
 - Graded (points, due date, etc.)
 - An attached document. *This assignment is related to Student Learning Outcome #3.*

2. The Professional Portfolio (70% - see below for components)

The following assignments are components of the Professional Portfolio:

Micro-Teach Lesson Plan (15%)

Due: See Below

Rough Draft (0%)

Due: Friday, Jan. 22

Construct a 15-minute Micro-Teach Lesson Plan following the Lesson Plan Template provided. You will receive feedback which should be addressed in the final draft of the lesson plan.

Syllabus (20%)

Due: Friday, Feb. 5

Construct a course syllabus following the template of either NOBTS or Leavell College, which are posted on Blackboard under Course Documents. A textbook(s) must be chosen and reflected in the course schedule. Do NOT use a doctoral seminar syllabus as a template. *This assignment is related to Student Learning Outcome #1.*

Final Lesson Plan (15%) and Teaching Presentation (15%) Due: Sunday, Feb. 21
Submit the final lesson plan along with the teaching presentation. Lead and record a learning session. Create an unlisted YouTube video and post to Assignments. Instructions for posting the video will be provided. A rubric for this assignment is in Assignment Upload.

- Learners must be present, as this is not a monologue assignment.
- Learners must be seen and heard.

This assignment is related to Student Learning Outcomes #1-#3.

Curriculum Vitae (10%) Due: Sunday, Feb. 28
Construct a curriculum vitae suitable for submission to an institution of higher learning that reflects your educational experiences and related academic experience. Review the rubric posted on Blackboard prior to developing the CV. *This assignment is related to Student Learning Outcome #1.*

Personal Philosophy of Christian Academic Teaching (10%) Due: Sunday, March 7
Write a first-person, 2-page, and single-spaced personal philosophy of Christian academic teaching. Include each of the elements in the rubric posted on Blackboard. You may also refer to guidelines found at <http://ucat.osu.edu/read/teaching-portfolio/philosophy> and chapter one, “A Philosophy of Christian Academic Education” in *The Professor’s Puzzle*. Either APA or Turabian form may be used. *This assignment is related to Student Learning Outcome #1.*

Evaluation of Grade

The final grade will be computed as follows:

Discussion Boards	10%
Teaching with Technology	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. 28 – Jan. 3	“Getting to Know You” Discussion Board What the Best College Teachers Do Professor-led Discussion Board
Jan. 4 - 10	Creating Significant Learning Experiences Professor-led Discussion Boards;

January 12 - 15	Class Meeting (see Class Meeting Schedule, pg. 6) Course Name and Rational Due Monday, August 3
Jan. 18	Teaching with Technology Due in Practice Shell
Jan. 22	Micro-Teach Rough Draft Due
February 5	Syllabus Due
February 21	Micro-Teach Final Lesson Plan and Teaching Presentation Due
February 28	Curriculum Vitae Due
March 7	Philosophy of Christian Academic Teaching Due

Class Meeting Schedule

Tuesday

9:00	Introductions/Course Overview	Drs. Peavey/Stone
9:30	The Big Picture Process Standards Proposed Courses Review	Dr. Stone
11:00	Break	
11:15	Education and the Christian Teacher The Disciplers' Model	Dr. Peavey
12:00	Break	
1:00	Ethics of Teaching	Dr. Peavey
2:00	Break	
2:15	Domains and Levels of Learning	Dr. Stone
4:30	Dismiss	

Wednesday

9:00	Teaching in Multiple Modes Learning Styles/Multiple Intelligences	Dr. Peavey
10:30	Break	
10:45	Teaching Methods – Classroom	
12:00	Break	
1:00	Teaching Methods – Classroom Practice Exercise	
2:00	Creative Learning Assignments/Assessments	
4:30	Dismiss	

Thursday

9:00	Construction of a Course Backwards Design	Dr. Stone
10:00	Learner-Centered, Outcomes-Centered Design Constructing <i>Course</i> Outcomes Constructing <i>Session</i> Learning Outcomes	
10:30	Break	

10:45	Learner Center, Outcomes-Centered Design, cont. Practice Exercise	
12:00	Lunch	
1:00	Micro-Teach Lesson Plan Elements	
2:45	Break	
3:00	Platform Skills	
4:30	Dismiss	
<u>Friday</u>		
8:00	Deconstruction of a Syllabus	Drs. Peavey/Stone
10:30	Break	
10:45	Ethics of Teaching	Dr. Peavey
11:45	Lunch	
1:00	Teaching with Technology Blackboard Instructor Training, ITC	Ben Rhodes
3:00	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.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity: NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe our students and graduates have the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning

environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, NOBTS is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

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 CampusNexus Student: You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS 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: Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: (See Disabilities and Accommodations) If you need an accommodation for any other special need, please set up a time to meet with the professor(s).

Technical Assistance

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

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