

LMC 571 TEACHING 2 Credits

Lecturer: Dr. Jeannette Entz Shubert

About Lecturer

Dr. Jeannette Shubert, a staff member of Campus Crusade for Christ, International since 1981, has focused on discipling women and women's leadership development as she ministered in various parts of the world. She worked with university students in three countries (Kenya, Canada, USA), developed a young professional women's ministry (Kenya), was part of a team developing a nationwide women's ministry training (Russia), and was part of a team developing a citywide outreach to executives (USA). In addition she was a lecturer and registrar at the Nairobi International School of Theology (Kenya), adjunct professor at Dallas Theological Seminary (USA), and professor at the International Graduate School of Leadership formerly International School of Theology-Asia (Philippines). She enjoys seeing her students learn how to teach the Scriptures with excellence and passion. She is married to Keith.

Academic Year : 2009/10, 3rd Quarter (Jan 25 – Apr 30, 2010)
 Day & Time : Mondays, 11.10 am – 1.00 pm
 Dates : Jan 25
 (dates could be subject to change) Feb 1, 8, 22
 Mar 1, 8, 22, 29
 Apr 5, 12, 19
 Final Exam on Apr 26
 Venue : EAST ASIA SCHOOL OF THEOLOGY
 1, Dorset Road, Singapore 219486. Tel: 6291-9744

CLASS SYLLABUS

CLASS DESCRIPTION

An exploration of the students' readiness for the ministry of teaching in Christian faith communities. Emphasis is given to the development of a biblical understanding of the ministry of teaching as well as the acquisition of necessary skills for preparing class syllabus, lesson plans with measurable objectives and desirable outcomes, and evaluation.

CLASS PRE-REQUISITES:

BLS 500 Biblical Interpretation

CLASS PURPOSE

This class has five key purposes:

1. Builds upon what students learned in Biblical Interpretation; English Bible classes, and Greek or Hebrew language classes (if applicable). The students will teach biblical passages/doctrines assigned earlier this academic year in Biblical Interpretation class.
2. Trains students how to bridge the gap between the world of the Bible, their cultural setting, and the audience.
3. Enables the students to develop a basic philosophy of the teaching-learning process

4. Develops students' basic teaching skills for non-formal ministry settings and gives some exposure to what is needed for formal settings.
5. Promotes learning from peers through collaborative learning (i.e. group work to develop lesson objectives and lesson plan then develop and teach a passage/doctrine).

CLASS OBJECTIVES

By the end of this class the student will be able to:

Understanding

- Develop a learner-centered philosophy of teaching.
- Explain the teaching process.
- Explain the value of learning objectives.
- List and describe the components of a lesson plan.
- Describe a variety of teaching methodologies and support their use in a teaching situation.
- Evaluate a teaching session.

Values and Attitudes

- Demonstrate a commitment to an educational ministry that helps fulfill the Great Commission.
- Demonstrate a love for students being taught and a genuine concern to meet their needs.
- Demonstrate dependence upon God and His Spirit in teaching situation.
- Value the importance of lesson plans based on learning objectives.
- Demonstrate faithfulness to prepare a teaching lesson.
- Demonstrate personal responsibility in a cooperative teaching situation.

Skills

- Develop a teaching idea based on the central idea of a biblical passage
- Write objectives for teaching a biblical passage that includes three aspects: cognitive (to know and understand), affective (to value and be), and conative (to do).
- Develop a Hook-Book-Look-Think lesson plan appropriate for a large group situation
- Select and employ teaching methods focused on meeting the learning objectives.
- Develop and present a lesson plan cooperatively.
- Evaluate a lesson and provide constructive comments.

TEXTBOOK

Hendricks, Howard G. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Press. 2003.

Richards, Lawrence O. and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Press. 1998.

CLASS STRUCTURE

January 25 Session #1: Class Overview & Building a Bridge

February 1 Session #2: Developing the Big Idea

Do this first: Locate your *Biblical Interpretation* class notes and assignments. Refer to these when you do the *Creative Bible Teaching* assignment below and use as resources in the next weeks.

Due: Do on your own. Use chapter four of *Creative Bible Teaching* as your resource to answer the following questions. Answer using your own words, not quoting the author. Answers can be neatly handwritten. (Questions taken and adapted from p. 334-335).

- 1. What is the source of authority for a Bible teacher? Why? (p 61-63)
- 2. Why is inductive Bible study the starting point for the Bible teacher? (p 63-65)
- 3. Work through the passage your team-teaching group has been assigned by answering the inductive study questions listed on p. 65-66 (Setting questions, Context Questions, Structural Questions).
- 4. Why is it essential for the Bible teacher to summarize the passage to be taught into a single statement or “big idea?” (p. 69-70)
- 5. In one sentence state the Big Idea of the passage your group has been assigned to team teach. Do this by identifying a subject – complement.

Due: Do on your own. Read “Forward” and “Passion to Communicate” in *Teaching to Change Lives*

Due: Team Work Agreement. Must be signed by all group members.

February 8 Session #3: Understanding the Student and Developing the Teaching Idea

Due: Do on your own. Use chapter six of *Creative Bible Teaching* as your resource to answer the following questions. Answer using your own words, not quoting the author. Answers can be neatly handwritten. (Questions taken and adapted from p. 335).

- 1. Why is it essential for the Bible teacher to understand both the passage and the learner?
- 2. How might you use the charts on pages 100-104 in your current ministry situation?
- 3. Use the charts on p. 110-111 to assess the needs of the audience/learners your group is assigned to team teach (you will need to visualize a similar group from your past experience). Check your team-teaching assignment list if you are unsure which audience/learners your group is scheduled to teach.
- 4. What do the authors mean on page 109 when they say “teach students, not lessons?” Do you agree or disagree? Why?

Due: Do on your own. Read chapter 1 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

February 15 Chinese New Year Break (no class)

February 22 Session #4: Learning Domains & Writing Lesson Aims (Objectives)

Due: Do on your own. Use chapter eight of *Creative Bible Teaching* as your resource to answer the following questions. Answer using your own words, not quoting the author. Answers can be neatly handwritten. (Questions taken and adapted from p. 336-337).

- 1. On page 131, the authors state that as teachers we must ask and answer two questions, “What do I want the student to learn?” and

“How do I want the student to change?” Why do you think both of these are essential for a Bible teacher?

- 2. Explain three terms: exegetical idea, pedagogical idea, and lesson aim. How does a Bible teacher incorporate all three when preparing to teach? (p. 132-135, 138-141)
- 3. What is meant by cognitive, affective, and behavioral domains? Why does a Bible teacher try to incorporate all three domains in his/her lesson? (p. 135-138)
- 4. When you teach, which domain do you address most often? Which domain do you address the least?
- 5. Write out the exegetical idea, the pedagogical idea, and three lesson aims (a cognitive aim, an affective aim, and a behavioral aim) for the passage your group will team teach. (p. 142-145)

Due: Do on your own. Read chapter 2 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

March 1 **Session #5: Developing a Lesson Plan**

Due: Do on your own. Use chapter nine of *Creative Bible Teaching* as your resource to answer the following questions. Answer using your own words, not quoting the author. Answers can be neatly handwritten. (Questions taken and adapted from p. 337).

- 1. From your experience, why does the Bible teacher need to start with the world of the student when teaching the Bible, doctrine, etc? (p. 154-156, 160)
- 2. How effective are you as a teacher in using “HOOK” as a way to draw your students into the lesson?
- 3. What do you believe are the strengths of the Hook-Book-Look-Took structure?
- 4. Using the “Lesson Planning Worksheet” on pages 164-165, develop a lesson plan to teach the passage your group has been assigned. (sample on p. 162-163)

Due: Do with your team-teaching group. First draft of learning objectives. Must be typed.

March 8 **Session #6: Learner-Centered Focus**

Due: Do on your own. Use chapter eleven of *Creative Bible Teaching* as your resource to answer the following questions. Answer using your own words, not quoting the author. Answers can be neatly handwritten. (Questions taken and adapted from p. 338).

- 1. In your culture, which methods do you feel would be most effective to teach to the cognitive domain? (p. 184-185)
- 2. In your culture, which methods do you feel would be most effective to teach to the affective domain? (p. 185)
- 3. In your culture, which methods do you feel would be most effective to teach to the behavioral domain? (p. 185-186).
- 4. The authors identify a number of different teaching methods that a teacher can use effectively to teach the Bible and doctrine (p. 189-

195). Which ones have you used effectively in your ministry? Identify one you would like to try this quarter in your ministry?

- 5. How do you choose the teaching methods that you use? How is this similar or different from the process the authors suggest on pages 186-189?

Due: Do on your own. Read chapter 3 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

Due: Do with team-teaching group. First draft of lesson plan. Must be typed.

March 15 Mid-Term Break (No Class)

March 22 Session #7: Pre-Evaluating HBLT Lesson Plans

Due: Do on your own. Read chapter 4 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

Due: Using the template, submit observations you have made about at least THREE teaching methods used in this class or other classes in which you are enrolled at EAST.

March 29 Session # 8: Consultation with each teaching team

Due: Do on your own. Read chapter 5 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

Due by email on Friday (April 2) for Groups #1 & 2: Final lesson plan. Must be typed. Do with team-teaching group.

April 5 Session #9: Team-teaching – Groups #1 & 2

Due: Do on your own. Read chapter 6 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

Due by email on Friday (April 9) for Groups #3 & 4: Final lesson plan. Must be typed. Do with team-teaching group.

April 12 Session #10: Team-teaching – Group #3 & #4

Due: Read chapter 7 of *Teaching to Change Lives*. **Answer “Mind-Mover” questions for the chapter – can be neatly handwritten.

April 19 Make Up Day (if a previous class session is cancelled)

April 26 FINAL EXAM & Evaluation

Due: Identification of Ten Teaching Methodologies. Must be typed using template.

CLASS ASSIGNMENTS

1. **Readings:** The class schedule identifies the dates readings should be completed. All required readings come from the textbook by Howard Hendricks, *Teaching to Change Lives*.
2. **Teaching Preparation Questions:** The student will work with his/her assigned passage and answer selected questions related to *Creative Bible Teaching*. The questions will

help the student prepare for class sessions and his/her team-teaching assignment. The class schedule identifies the dates the questions must be completed and submitted. These do not need to be typed but must be neatly handwritten. The student is to do these assignments on his/her own and not in consultation with fellow students.

3. **“Mind-Mover” Questions:** After reading designated chapters in *Teaching to Change Lives*, you will answer questions designed to help you reflect upon and personalize the material. These will also help you begin to develop your own philosophy of the teaching-learning process. The class schedule identifies the dates the questions must be completed and submitted. These do not need to be typed but must be neatly handwritten. You are to do these assignments on your own and not in consultation with fellow students.

NOTE ABOUT **: There are seven sets of “Mind-Mover” questions related to the readings in *Teaching to Change Lives*. These are marked by two asterisks (**). The student is required to do five of the seven sets. On the dates due for the two sets the student chooses not to complete, he/she must submit a sheet of paper with his/her name, box number, title of the “Mind-Mover” set not completed, and the word “SKIP” to indicate that the student has chosen to skip that assignment. If this is not submitted on the due date (except in cases of illness or other emergency) the student will receive a zero (0) for the assignment.

If the student does not want take a “Skip” and does one or both of the assignments, the grade will count towards “Extra Credit.”

4. **Identification of Teaching Methodologies:** When the student observes a teaching method being used in this class or any other EAST class during *this term*, he/she should make a note of it on the form attached to this syllabus. Nineteen types of teaching methods are noted on the form. Two additional spaces are included for other methodologies observed by the student. The student must identify and evaluate eleven (11) teaching methods observed during this quarter.

The student should discuss three aspects related to each teaching method observed: (1) what he/she learned about using this method from seeing it demonstrated in a class, (2) benefits of using such a method, and (3) limitation of that particular teaching methodology. The discussion of each aspect of a teaching methodology should be at least one paragraph (2-3 sentences).

Members of the class will receive an electronic copy of the “LMC 571 Observations of Teaching Methodologies Template.” This assignment should be typed using the template.

Due Dates:

March 22 – Using the template, the students submit an evaluation of THREE teaching methods observed to date in either LMC 571 or other classes at EAST. This is considered a developmental assignment which means that the professor will give the student feedback needed for the final assignment.

April 26 – Final assignment due evaluating a total of ELEVEN teaching methods observed during third quarter in either LMC 571 or other classes at EAST (the eleven evaluations includes the three submitted on March 22).

5. **Preparation for Team-Teaching:** Several sessions of this class are designed as workshops to enable the group time to work together to prepare for their team-teaching assignment. However, the group will need to some time outside of class developing the following:
- Learning Objectives (first draft)
 - Lesson Plan (first draft)
 - Team-teaching preparation (which includes revising the learning objectives and lesson plan, as well as group and individual preparation for the session they will teach as a team).

All assignments related to the team teaching presentation are designed for the group to work on together. The group will need to take time to decide how they will best work together (either with a designated leader or rotating leadership) and resolve conflict that may arise.

Peers in the group will evaluate each other's participation in the group process at the end of the quarter. Their evaluation will determine 10% of the total grade. This is based on their assessment of attendance and participation in the group process. Participating as a contributing member to a team is not only important for this class for also for life and ministry.

TEAM-TEACHING

The student will work in a group to prepare a lesson plan with a clear lesson aim for a **40-minute** lesson to be presented in class. The setting (formal or non-formal) and passage will be assigned. This assignment will need to be done in groups because of class size.

A typed copy of the lesson plan must be submitted to Dr. Shubert by email the Friday prior to the presentation. A lesson plan template will be sent to each student by email earlier in the quarter.

Assumptions about the team-teaching session:

- The learners are 20 years of age or older (and they are not EAST students).
- The learners have very little information about your subject prior to your class.
- Everyone on the teaching-team must share in the presentation and lead up front in some way.
- No member of the group can speak continuously for more than 10 minutes.
- Experimenting is *GREAT*—this is a lab, don't play it safe.
- The teaching team will be responsible for the class from the beginning of the class hour without introduction. The teaching team must arrive early to set up the room and AV resources. Any set-up that occurs after the bell rings is considered as part of the 40 minutes allocated for teaching. The group teaching the second

hour (12:10 a.m. – 1 p.m.) must set up as much as possible before the start of class.

- The teaching team has **40 minutes** from start to finish with five minutes grace either way. The team must prepare and time their sessions ahead of actual presentation. The team can finish anytime between 35-45 minutes. Points will be deducted if the teaching team finishes outside those time limits. **The teaching session begins at 11:10 a.m and 12:10 p.m.**
- There will a brief time for written and oral feedback from classmates immediately following the team-teaching presentation.
- The professor will schedule a 45-60 minute de-briefing with the team-teaching group. Ideally this will be within a week after the team-teaching session

The grading of the team-teaching sessions will be as follows:

The lesson plan was submitted by email on time (previous Friday)	5
The lesson plan included an exegetically accurate “Big Idea”	5
The lesson plan included a “Teaching Idea” which incorporated the “Big Idea” and awareness of student needs	5
The lesson objectives were specific and measurable	5
The “Know” lesson objectives related to the content of the passage	5
The “Be” lesson objectives related to the values/character emphasized in the passage	5
The “Do” lesson objectives related to what action the learner would take as a result of studying the passage	5
The “Hook” anchored the students attention and gave a context to the study the passage	5
The “Book” addressed the emphases of the passage (“Big Idea”)	5
The “Look” allowed the students to interact with principles found in the passage	5
The “Took” resulted in the students applying the passage to their lives in specific ways.	5
The “Know” objective(s) were accomplished during the lesson	5
The “Be” objective(s) were accomplished during the lesson	5
The “Do” objective(s) were accomplished during the lesson	5
The lesson flowed smoothly with clear transitions linking the lesson together	5
The lesson stayed within the allotted time	5
The lesson showed creativity and originality	5
The teachers were enthusiastic	5
The room arrangement was appropriate	5
On-time arrival and participation in 45-60 minute debriefing session with personal evaluation form completed <u>prior</u> to arrival.	<u>5</u>

Maximum Points=100

NOTE: If the teaching team wishes to rehearse in the classroom and use AV resources or use AV resources not usually in the classroom for your presentation, you must submit a request in writing (or via email) to Peter Lee in the IGSL Admin Office. This is necessary as classrooms are in demand for classes, Family Groups, and other meetings. AV resources are not always available. Confirm with Peter if your request can be met – if not make alternate arrangements.

FEEDBACK TO CLASSMATES

This class is designed to encourage peer learning on various levels. One way involves classmates providing brief written and verbal feedback to the student teaching team after each presentation. This feedback is designed to affirm strengths of the team teaching session and gently identify areas that could be improved when the lesson is taught again in another context.

CLASS GRADING

<i>Teaching to Change Lives</i> “Mindmover Questions” (2% ea x 5 chapters)	10%
<i>Creative Bible Teaching</i> questions (4% ea x 5 chapters)	20%
Learning Objectives (First draft)	10%
Lesson Plan (First draft)	10%
Group Presentation	20%
Evaluation by Fellow Team-teaching Group Members	10%
Identification of Teaching Methodologies	11%
Written Feedback Regarding Classmates’ Team-teaching (3% ea x 3 presentations)	<u>9%</u>
	100%

CLASS HOMEWORK

Assignments are important components of higher education. Deadlines will also be an integral part of your future ministry. Therefore, your professor expects you to take your assignments seriously. Prepare early to avoid the frustration of computer problems a few hours before you plan to submit an assignment.

Assignments are due at the **beginning** of the class session. Assignments submitted after the start of class will have reduction of 10% for part or all of each EAST class day (Monday-Friday). In the case of an unforeseen event, such as illness or death in the family, students should send the professor an sms so this deduction will not be taken.

CLASS ATTENDANCE AND PARTICIPATION

The participation of each class member is an essential part of the teaching-learning process in this class. Your attendance and participation contributes to the total learning experience of this class, including sessions taught by your classmates.

If you must be absent, please sms the professor in advance and inform the other members of your team-teaching group via email or sms. If there is an unforeseen event (illness, death in the family, etc.) contact the professor. Students are responsible to obtain class notes, homework explanations, and announcements given during all sessions missed.

BIBLIOGRAPHY**ADDITIONAL RESOURCES**

Carlson, Greg. *Understanding Teaching*. Evangelical Training Association. 2005.

Fink, Lee. *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass. 2003.

- Gangel, Kenneth O. and Howard G. Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books. 1998.
- Gregory, John Milton. *The Seven Laws of Teaching*. Revised Edition. Grand Rapids: Baker Book House. 2004.
- LeBar, Lois E. *Education That Is Christian*. Colorado Springs: Chariot Victor. 1995.
- LeFever, Marlene. *Reaching Everyone God Gave You to Teach*. Colorado Springs: David C. Cook Publishing. 2002.
- Lingenfelter, Judith E. and Sherwood G. Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids: Baker. 2003.
- McTighe, Jay and Grant Wiggins. *Understanding By Design*. 2nd Edition. Prentice-Hall. April 2005.
- Ryrie, Charles. *Ryrie's Practical Guide to Communicating Bible Doctrine*. Nashville, TN: Broadman & Holman. 2005.
- Tate, Marcia L. *"Sit and Get" Won't Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain*. SAGE Publications. 2004.
- Towns: Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Regal. 2001.
- Vella, Jane. *Taking Learning to Task*. Revised Edition. San Francisco: Jossey-Bass, 2001.
- Vella, Jane. *Learning to Listen, Learning to Teach*. San Francisco: Jossey-Bass, June 2002.
- Weimer, Maryellen. *Learner-Centered Teaching*. San Francisco: Jossey-Bass. 2002.
- Wilhoit, Jim and Leland Ryken. *Effective Bible Teaching*. Grand Rapids: Baker Books. 1988.
- Wilkinson, Bruce. *The 7 Laws of the Learner: How to Teach Practically Anything to Practically Anyone!* Sisters, OR: Multnomah Press. 1992.
- Yount, Rick. *Called to Teach*. Thomas Nelson. 1999.

Observations of Teaching Methodologies – LMC 571

Name:

EAST Box Number:

Methods I observed in my EAST classes this term:	Write three short paragraphs, one for each of the following: What I learned about (1) using this method, (2) its benefits, and (3) its limitations.
PowerPoint Presentation Date Observed: Professor/Class:	
Creative Writing Date Observed: Professor/Class:	
Music Date Observed: Professor/Class:	
Small Group In-Class Discussion Date Observed: Professor/Class:	
Field Trip Date Observed: Professor/Class:	
Movie/Video Date Observed: Professor/Class:	
Agree/Disagree Date Observed: Professor/Class:	
Storytelling Date Observed: Professor/Class:	
Question/Answer Date Observed: Professor/Class:	
Art Activity Date Observed: Professor/Class:	
Workshop Date Observed: Professor/Class:	
Demonstration Date Observed: Professor/Class:	

<p>Lecture Date Observed: Professor/Class:</p>	
<p>Project Date Observed: Professor/Class:</p>	
<p>Team Teaching Date Observed: Professor/Class:</p>	
<p>Neighbor-Nudge Date Observed: Professor/Class:</p>	
<p>Buzz Group (Small Group Brainstorming) Date Observed: Professor/Class:</p>	
<p>Case Study Date Observed: Professor/Class:</p>	
<p>Drama Date Observed: Professor/Class:</p>	
<p>Other: Date Observed: Professor/Class:</p>	
<p>Other: Date Observed: Professor/Class:</p>	