



CEEF8300 Instructional Theory and Curriculum Design
Professional Doctoral Seminar –
New Orleans Baptist Theological Seminary
New Orleans, Little Rock
August 7-9

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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.

NOBTS Core Values and 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 worshipping 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 2019-20 academic year the Core Value is *Spiritual Vitality*.

Course Description

This course guides students to understand learning theory, comprehend curriculum design principles, and apply advanced teaching practices. Students will be expected to write lesson

plans, evaluate curriculum and articulate a curriculum mapping strategy. Students will be expected to examine and apply advanced pedagogical and andragogical practices.

Student Learning Outcomes

By the completion of the course, each student will be able to demonstrate...

1. Knowledge and understanding of principles of learning by explaining each Level of Learning in the Taxonomies of Bloom, Krathwohl, and Simpson.
2. The ability to critically evaluate curriculum by assessing standardized curriculum for content and construction using an assessment rubric.
3. The ability to write appropriate instructional objectives by including knowledge, understanding, and affective outcomes in lesson plans and curriculum
4. The ability to assess learning by selecting appropriate assessment procedures to evaluate targeted outcomes.

Required Textbooks

Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church*. Nashville: Broadman & Holman Publishers, 2012

Linhart, Terry, ed., *Teaching the Next Generation: A Comprehensive Guide for Teaching Christian Formation*. Grand Rapids, MI: Baker Academic, 2016
(9780801097614)

Newton, Gary. *Heart Deep Teaching: Engaging Students for Transformed Lives*. Nashville: Broadman & Holman Publishers, 2012 (9780805447767)

Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation*. Eugene, OR: Wipf and Stock Publishers, 2002 (9781592440023)

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2nd ed. Nashville, TN: Broadman & Holman, 2010.
(ISBN: 978-0805447279)

Supplemental text may be included at a later date.

Recommended Textbooks

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002 <https://wipfandstock.com/>

Ford, LeRoy. *A Curriculum Design Manual for Theological Education: A Learning Outcomes Focus*. Eugene, OR: Wipf and Stock Publishers, 2003.
<https://wipfandstock.com/>

Issler, Klaus and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Ford, LeRoy. Eugene, OR: Resource Publications, Wipf and Stock Publishers, 1994.

Course Requirements

All papers should be double-spaced and formatted according to current edition of

Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

Prior to Seminar

1. Curriculum Assessment and Report. Review and report the curriculum currently used in the Bible teaching or discipleship program for your church or ministry. **Complete this assignment prior to reading any textbooks.** An assessment should consider the following questions. What is the foundational philosophy or strategy? What criteria are used to select the curriculum? Who is responsible for choosing the curriculum? How does the curriculum support the church and/or denomination? The report should not be limited to these questions but include information pertinent to the seminar. **Due: August 7, 2019**

2. Learning Style Inventories. Complete prior to the seminar. Take all learning style inventories posted in Blackboard. Write a 1 page report of your assessment results. Bring your report to the seminar and be prepared to discuss your results. **Due: August 7, 2019**

3. Read these Assigned Texts in their entirety. (Before start of the seminar.)

Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church.*

Newton, Gary. *Heart Deep Teaching: Engaging Students for Transformed Lives.*

Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation.*

4. Read Designated Portions of these Assigned Texts. (May be completed after the seminar.)

Linhart, Terry, ed., *Teaching the Next Generation: A Comprehensive Guide for Teaching Christian Formation.*

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology.*

5. Respond to Textbook Questions. Answer selected questions from selected chapters in the texts. (Complete list posted in Blackboard) Respond to each question with a brief paragraph (3-5 sentences). **Due: September 27, 2019**

During the Seminar

6. Writing Instructional Objectives. Students will develop appropriate instructional objectives corresponding to the desired outcomes of a teaching experience or professional project. Objectives will be written as part of the seminar and in consultation with the professor.

7. Learning Activities. Students will choose or create learning activities appropriate for achieving the learning outcomes identified in their instructional objectives. Activities will be suggested and modeled during the seminar.

8.Prescribing Assessments. Students will select or develop assessments appropriate for measuring the learning outcomes identified by their instructional objectives. Assessment development will be discussed during the seminar, and included in the final assignment.

9. Curriculum Evaluation and Mapping. Students will present and discuss the curriculum currently used in their church or ministry context. Assessment tools will be employed to evaluate curriculum. Principles for curriculum mapping will be presented and applied.

Following the Seminar

10. Developing a Teaching Unit or Equipping Module. Students will synthesize a complete teaching unit/equipping module (“curriculum plan”) related to a teaching endeavor or professional project, including Purpose, Rationale, Instructional Objectives, Learning Activities and Assessments. The teaching unit/equipping module will include the content (explanations, questions, and discussions) necessary to lead learners to achieve the objectives.

Due: November 15, 2019

Grading

Personal Learning Style Assessments	5%	(pre-seminar assignment)
Curriculum Assessment Report	15%	(pre-seminar assignment)
Seminar Involvement/Achievement	15%	(seminar assignments)
Textbook Questions	15%	(post-seminar assignment)
Teaching Unit/Equipping Module	50%	(post-seminar assignment)
Purpose	5%	
Rationale	5%	
Objectives	10%	
Content	10%	
Activities	10%	
Assessments	10%	

Selected Bibliography

- Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.
- Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Cober, Kenneth L. *Shaping the Church's Educational Ministry*. Valley Forge, PA: Judson Press, 1971.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Baker, 2001.

- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Roehlekepartain, Eugene C. *The Teaching Church: Moving Christian Education to Center Stage*. Nashville, TN: Abingdon Press, 1993.
- Schultz, Thom, and Joani Schultz. *The Dirt on Learning: Groundbreaking Tools to Grow Faith in Your Church*. Loveland, CO: Group Publishing, 1999.
- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Smith, Wilbur M. *Profitable Bible Study*, 2ed. Natick, MA: W.A. Wilde Company, 1963.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Vos, Howard. *Effective Bible Study: A Guide Sixteen Methods*. Grand Rapids, MI: Zondervan, 1956.
- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
- Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.
- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.
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- _____, ed. *The Teaching Ministry of the Church*, 2nd ed. Nashville: Broadman & Holman, 2008.
- Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciples*. Nashville, TN: Broadman & Holman, 2007.
- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.