



## **CEEF9402 Educational Psychology**

New Orleans Baptist Theological Seminary

Church Ministry Division

Fall 2022

Friday 1-9pm (9/2, 9/30, 11/4, 12/2)

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### **Mission Statement**

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

### **Course Description**

The purpose of this seminar is to engage students in a focused examination of educational psychology. Special attention is devoted to recent discoveries in neuroscience that support specific theories of learning, motivation, and principles of teaching. The study synthesizes the recent revolution in brain science and various biblical exhortations to “set your minds on things above” (Col 3:2) as they inform the teaching ministry of local churches.

### **Student Learning Outcomes**

Upon completion of the course, the student will demonstrate:

- understanding of the correspondence between *discoveries in brain science* and *biblical exhortations to focus on God and His Word* by doing such things as . . .  
. . . explaining the essential elements of spiritual teaching and learning depicted in Yount’s Disciplers’ Model and Christian Teachers’ Triad,  
. . . analyzing recent perspectives on “mental attention and its resulting physiological changes in the brain,”  
. . . analyzing issues regarding human development (as learners), learning theory, and motivational theory,” and  
. . . synthesizing research papers and presentations in human development, the nature of learning, and provoking changes in knowledge, understanding, affect, and action.
- appreciation for providing intentional, consistent, and on-going educational opportunities for life-long spiritual formation by willingly “taking captive” principles of educational psychology for use in the teaching ministries of local churches.
- skill in research, analysis, and synthesis by proficient writing and presentation in the area of neuroscience and Christian education.

### **Course Teaching Methodology**

This course will utilize directed readings, conversational lecture, group discussion, and creative presentation to secure accomplishment of course objectives.

## Textbooks

The following texts are required reading for class discussions and are to be read in their entirety.

Arden, John B. *Rewire Your Brain: Think Your Way to a Better Life*. Hoboken, New Jersey: John Wiley and Sons. 2010. 256 pages. ISBN: 978-0470487297

Doidge, Norman. *The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Viking Penguin. 2007. 427 pages. ISBN: 978-0143113102

Schwartz, Jeffrey M. and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force* [paper]. New York: Regan Books. 2003. 432 pages. ISBN: 978-0060988470

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2nd ed. Nashville: Broadman & Holman, 2010. 644 pages. ISBN: 978-0805447279

## Assignments and Evaluation Criteria

### 1. Textbook Reading & Discussion Preparation: (10%)

Read four textbooks and prepare for discussion and peer interaction in the seminar. See course schedule for reading and discussion question due dates.

### 2. Developmental Theorist Paper: (30%)

Write a **research paper (8-10 pages) and prepare a brief seminar presentation** on one of three developmental theorist (Erikson, Piaget, or Kohlberg). Students should email the professor the first, second and third choice of theorist prior to the first seminar session. Students will be assigned a developmental theorist on a first come, first served basis. Students may narrow the focus of the paper to a specific area of the assigned theorist: a specific level, or concept, or principle that especially interests you. Conclude the paper with implications for either local church educational and discipleship ministry or Christian school education. **Include at least 6 sources (textbooks and supplemental textbooks). Paper must be uploaded to Blackboard before midnight on the Monday before the second seminar meeting.**

### 3. Learning Theory Paper: (30%)

Write a **research paper (8-10 pages) and prepare a seminar presentation** explaining learning according to your assigned theory (assignments will be given during the first seminar session). Students should come to the first seminar session prepared with three possible paper topics. Paper topics should be selected from the Learning Theories sections of the Yount textbook. Students may narrow the focus of the paper to a specific area of the assigned theory. Conclude the paper with implications for either local church educational and discipleship ministry or Christian school education. **Include at least 6 sources (textbooks and supplemental textbooks). Paper must be uploaded to Blackboard before midnight on the Monday before the third seminar meeting.**

4. *Brain Research Paper*: (30%)

Write a **research paper (8-10 pages) and prepare a seminar presentation** on some aspect of Schwartz and Begley, Arden, Doidge, or Yount, explaining learning, spiritual formation, or teaching ministry in terms of neuroscience. Students must choose a paper topic by the end of the third seminar session. Students may narrow the focus of the paper to a specific area of the assigned theory. Conclude your paper with implications for either local church educational and discipleship ministry or Christian school education. **Include at least 6 sources (textbooks and supplemental textbooks). Paper must be uploaded to Blackboard before midnight on the Monday before the final seminar meeting.**

### Course Evaluation

Textbook Reading & Discussion	10%
Developmental Theorists Paper	30%
Learning Theory Paper	30%
Brain Research Paper	30%

### Technical Assistance

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

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

### Course Policies

#### Reading Assignments

Students are responsible for completing all reading assignments.

#### Grading Scale

Each student's 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 catalog.

A 93-100    B 85-92    C 77-84    D 70-76    F 69 and below

#### Professor's Policy on Late Assignments

Assignments are due on the date indicated in the "Course Schedule" section of the syllabus. All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. **Late assignments are not accepted.**

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through Blackboard.

### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### **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 helps and guidelines.

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources.

### **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.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. [Selfserve@nobts.edu](mailto: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](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - for general technical questions/support requests. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## Academic Policies

Academic policies related 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](#).

## Special Needs

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

## 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](http://www.nobts.edu)

## Mandatory Evacuation

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans 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>.

## Selected Bibliography

- Alexander, Patricia A. *Psychology in Learning and Instruction*. Upper Saddle River, New Jersey: Pearson Education, 2006
- \*Bruner, Jerome S. *Beyond the Information Given: Studies in the Psychology of Knowing*. New York: Norton, 1973.
- \*\_\_\_\_\_. *Toward a Theory of Instruction*. Cambridge, Mass.: Belknap Press of Harvard University, 1971.
- \*Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.
- \*\_\_\_\_\_. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston: Allyn and Bacon, 1979.
- Eggen, Paul and Don Kauchak. *Educational Psychology: Windows on Classrooms*, 7th ed. Columbus: Pearson Education, Inc., 2007
- \*Erikson, Erik, Joan M. Erikson, and Helen Q. Kivnick. *Vital Involvement in Old Age: The Experience of Old Age in Our Time*. New York: W. W. Norton and Company, 1986
- \*\_\_\_\_\_ and Joan M. Erikson, *The Life Cycle Completed, Extended Version*. New York: W. W. Norton & Company, 1997
- \*Köhler, Wolfgang. *Dynamics in Psychology*. New York: Grove Press, 1960.

- \* \_\_\_\_\_ . *Gestalt Psychology: An Introduction to New Concepts in Modern Psychology*. New York: Liveright Pub. Corp., 1947.
- \* \_\_\_\_\_ . *The Task of Gestalt Psychology*. Princeton, N.J.: Princeton University Press, 1969.
- \*Lewin, Kurt. *The Complete Social Scientist: A Kurt Lewin Reader*. Washington, DC: American Psychological Association, 1999.
- \*Maslow, Abraham H. *Dominance, Self-esteem, Self-actualization: Germinal Papers of A. H. Maslow*. Richard J. Lowry, ed. Monterey, Calif.: Brooks/Cole Pub. Co., 1973.
- \* \_\_\_\_\_ . *Motivation and Personality*. New York: Harper & Row, 1987.
- Ormrod, Jeanne Ellis. *Educational Psychology: Developing Learners*, 5th ed. Columbus: Pearson Education, Inc., 2006
- Pintrich, Paul R. and Dale H. Schunk. *Motivation in Education: Theory, Research, and Applications*. Upper Saddle River, NJ: Merrill, 2002.
- \*Rogers, Carl R. *Carl Rogers on Personal Power*. New York: Dell, 1977.
- \* \_\_\_\_\_ . *Freedom to Learn: A View of What education Might Become*. Columbus, Ohio: C.E. Merrill Pub. Co., 1969.
- Schunk, Dale H. *Learning Theories: An Educational Perspective*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall, 2004.
- Schwartz, Jeffrey M., M. D., and Sharon Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force*. New York: HarperCollins Publishers, 2003
- \*Skinner, B. F. *About Behaviorism*. New York: Vintage Books, 1976.
- \* \_\_\_\_\_ . *Beyond Freedom and Dignity*. New York: Knopf, 1971.
- Snowman, Jack, Rick McCown, and Robert F. Biehler, *Psychology Applied to Teaching*, 12th ed. Boston: Houghton Mifflin Company, 2009
- \*Thorndike, Edward L. *Educational Psychology*. New York: The Science Press, 1903.
- \* \_\_\_\_\_ . *The Fundamentals of Learning*. New York: AMS Press, 1971.
- \*Watson, John B. *The Ways of Behaviorism*. London: Harper & Brothers, 1928.
- \*Wertheimer, Max. *Productive Thinking*. New York: Harper, 1959.
- Woolfolk, Anita. *Educational Psychology*, 9th ed. Boston: Pearson Education, Inc., 2004
- \*Wundt, Wilhelm. *Lectures on Human and Animal Psychology*. London: S. Sonnenschein & Co., 1907.

\*Primary sources

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**Schedule/Assignments**

<b>Date</b>	<b>Session Topics</b>	<b>Assignment Due</b>
Sept. 2  Seminar Session 1	<i>Introduction to Educational Psychology</i> <i>The Disciplers' Model</i>	Read Chapters 1-2 in <i>Created to Learn</i> <b>Be prepared to discuss each chapter and to lead discussion of the Disciplers' Model</b>
Sept. 30  Seminar Session 2	Developmental Theorists	Read Chapters 3-5 in <i>Created to Learn</i>  <b>Developmental Theorists Paper due before midnight Monday, Sept. 26</b>
Nov. 4  Seminar Session 3	Learning Theory	Read Chapters 6-11 in <i>Created to Learn</i>  <b>Learning Theory Paper due before midnight Monday, Oct. 31</b>
Dec. 2  Seminar Session 4	Brain Science Research and Educational Implications	Read Chapter 16 in <i>Created to Learn</i> Read <i>Rewire Your Brain</i> Read <i>The Brain that Changes Itself</i> Read <i>The Mind and the Brain</i> <b>Brain Research Paper due before midnight Monday, Novemeber 28</b>