



School of Educational Ministries
 Southwestern Baptist Theological Seminary
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Principles of Teaching

"Teaching in ways that help learners grow in the Lord"
 FOUND 4303 – Spring 2006

Rationale

Throughout Scripture, we find God as Father, Son and Holy Spirit -- *teaching*.

We find prophets, priests, pastors and missionaries -- *teaching*.

We are called as ministers to be *pastors and teachers* (Eph 4:11) -- a single office of nurture and instruction, care and training -- intersecting the lives of disciples in ways that change the way they understand the Word (Col 1:9), value Life in the Lord (John 20:31) and skillfully minister to others (Matt 11:29-30). This course provides insight and practice to help you hone teaching skills.

Course Description

Principles of Teaching is a skills-oriented course, built on the foundation of Educational Psychology (How We Learn), that leads you through a discipling (*di-SEYE-pling*) philosophy of teaching, helping you develop skills in teaching for knowledge, understanding and attitude change.

Grading

Elements	Points	Course Grade		
Assignments 1-7, 9, 11-14* @10	120	392-400	98%	A+ **
Assignments 8, 10 @15	30	360-392	90%	A
Teaching Plans T1-T2 (@100)	200	320-359	80%	B
Final Exam	50	280-319	70%	C
Total	400	240-279	60%	D

Plus/minus grades by seminary policy

* 2 assignments extra credit
 **Or, highest grade in the class

Course Overview

Textbooks

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. *Called To Teach* should be purchased from the bookstore.

_____. *The Discippler's Handbook*. *The Discippler's Handbook* is provided by the professor, and can be read on-line, or downloaded, using Adobe Acrobat Reader. (*Acrobat Reader is available free at <http://www.adobe.com>*).

Assignments (A1- 7, A9, A11 - 14)

The written work of this course will help you think through your reading in *Called to Teach* and *The Discippler's Handbook*. All assignments are to be typed. Written work should reflect clarity of thought, reflection, and professionalism. For a list of your assignments, go to the [seminary website](#), [Blackboard \(on-line courses\)](#), [06 SP FOUND4303B](#), "Assignments." Submit written work in "Discussion Boards," which have been set up for you by assignment number.

Rough Draft Assignments

Assignments A8 and A10 are handled differently. They are worth 15 points each. Session 11 (Feb 17) is given to small group evaluations of A8 in preparation for submission of Teaching Plan 1. Session 21 (Mar 31) is given to small group evaluations of A10 in preparation for submission of Teaching Plan 2. I

will also evaluate the rough drafts in class and make suggestions for improvements. **To receive credit for A8 and A10, you must be in class with your completed assignment, and participate in the group evaluations.** No credit will be given for these assignments if the student is absent. (In case of an emergency, you will meet with me personally to have your rough draft evaluated, and will receive no more than half-credit for the assignment.)

Teaching Plans (T1, T2)

A teaching plan is a **blueprint for teaching**. The thrust of Principles of Teaching is to provide you the skill to compose an effective blueprint, and skills for executing that blueprint, in leading Christians to grow in the Lord through Bible study. Your **teaching plans** and **microteach**, worth half of the course grade, will be an individual effort. You will choose a Bible concept or phrase, choose an appropriate level of learning (we'll discuss this in session 6) for our class, and write complete teaching plans (sessions 7-12). Plans are to be **designed for a 10 minute teaching time**.

T1 -- Teaching for **Understanding** (everyone)

T2 -- Teaching for **Knowledge, Understanding or Personal Response** (your choice)

MicroTeach Session

The MicroTeach session permits you to demonstrate your skills in composing and executing a teaching plan. You will lead us in a meaningful 10 minute study on your chosen passage and focus (**T1 or T2, as assigned**). You will be **videotaped for self-evaluation** and **evaluated by the class and professor**.

Examinations

There are **no formal examinations** in this course. Evaluations will be made on **written assignments**, the *Reflection Journal*, and **two lesson plans**. You might want to consider your Teaching Plans as examinations, since they are weighted heavily. The Final Exam time is used for discussion of assignments 12-14 and course evaluation.

Late Penalty

Post assignments before class on the due date. *Work will be docked half credit if submitted late.*

Absences

Seminary policy states that students who miss more than 6 (75-minute) classes cannot pass the course. These six absences include excused absences for ministry events (revivals, funerals and the like), school events (trips, performances) and illnesses, as well as unexcused 'cuts.'

Beyond the policy, at least in this class, **every class period is important**. If you must miss due to illness or unavoidable conflict, we'll certainly understand -- but do not miss unless it is necessary. Experience shows that as absences go up, grades go down.

'Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly.' James 3:1 (NIV)

'Do your best ["Study" KJV] to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth. 2 Tim 2:15 (NIV)

Disability Statement:

Individuals with documented impairments who may need special circumstances for classroom participation or assignments should contact the instructor to discuss special needs during the first week of class.

Principles of Teaching 4303 - Spring 2006				
	Wednesday		Friday	
			Intro to Course Intro to Discipier's Model	1 Jan 13
1	Model & Triad (A1, A2)	2	Method & Learning Levels (A3, A4)	3 Jan 18, 20
2	Platform Skills (A5)	4	Levels of Learning (Reinforcement)	5 Jan 25, 27
3	Writing Instructional Objectives	6	Evaluation of Objectives (A6)	7 Feb 1, 3
4	Analyzing Passages Rev 1, Rom 8:1,2	8	Building a Lesson Plan Rev 1, Rom 8:1,2	9 Feb 8, 10
5	Sample Lesson Plans (A7)	10	Rough Draft 1 Evaluation (A8)	11 Feb 15, 17
6	MicroTeach One Teaching Plan 1: GIU	12	MicroTeach Two Personal Evaluation (A9) *	13 Feb 22, 24
7	Demonstration: Teaching for Knowledge	14	Demonstration Teaching for Understanding	15 Mar 1, 3
8	Demonstration: Affective Response	16	Principles of Teaching GIK: chunking & cycles	17 Mar 8, 10
*** SPRING BREAK ***				Mar 15, 17
9	Principles of Teaching GIU: questions & explanations	18	Principles of Teaching AR: Sharing & Changing	19 Mar 22, 24
10	Mechanics vs. Connection: Head and Heart-- Essential parallels: O, LR, M, T	20	Rough Draft 2 Evaluation (A10)	21 Mar 29, 31
11	MicroTeach Three Teaching Plan 2	22	MicroTeach Four	23 Apr 5, 7
12	MicroTeach Five	24	MicroTeach Six	25 Apr 12, 14
13	MicroTeach Seven	26	MicroTeach Eight	27 Apr 19, 21
14	Reflection MTeach Discoveries (A11)	28	FINAL EXAM (A12)(A13)(A14)	29, 30 Apr 26, May ___ 1:00-2:50 pm
*Your personal evaluation (A9) is due one week after you teach				

ASSIGNMENTS (A-x)

ASSIGNMENT ONE (A1)

The Disciplers' Handbook

Chapters Zero and One, pp. 1-45

Download the *Handbook* from Blackboard, [06 SP FOUND4303B](#), "Course Materials."

You will need Acrobat Reader to read the material. Download v7.0 free from <http://www.adobe.com>.

1. Chapter Zero lists problems in Bible study classes (pp. 3-4). Do you identify with any of these? Explain which ones and why.
2. Explain the advantages and dangers of ritual.
3. Explain how we balance Bible and Needs. What are the dangers of *Unrelated History* and *Group Therapy* in Bible teaching?
4. Explain the distinction between teaching Bible "words" and Bible "concepts." Explain the difference between a *factual* question and a *conceptual* question.
5. Explain how we balance Thinking and Feeling as we teach. What are the dangers of *Cold Doctrine* and *Warm Fluff* in Bible teaching?
6. Where do you fall in the continuum between "Bible" and "Needs"? Between "Thinking" and "Feeling"?
7. Why do you think Yount places such importance on "building relationships" as a part of the teaching process? How do "relationships" enhance Bible understanding and personal sharing?
8. Focus on the section "How Do You Measure This Growth?" This emphasis seems to contradict the common emphasis on numerical growth. Can you accommodate the two? How?
9. Discuss the proper relationship between dependence on the Holy Spirit and use of "teaching techniques" in Christian teaching.

Beloved:

No matter how strong our call, or how close we may feel to the Lord right now, routine pressures "dry our bones." We need daily renewal. The drying winds come from various places: seminary studies and deadlines, family, work, financial needs, the "uprooted lifestyle" of seminary, the lack of close friends, and the loss of a warm church fellowship.

Jesus supplied the solution:

"Take up your cross **daily** and *follow me*." Depend on the Lord and do one day at a time.

"Take my yoke upon you and *learn from me*." His yoke, not ours. He is the Teacher, and *He will teach us!*

Professors aren't immune. Seminarians aren't immune. The only antidote is a daily dose from the Great Physician. **As you walk into class, ask the Lord to be our Teacher.** Pray for me as I lead and for your classmates as you learn. Let's be "People with people with Jesus in the Middle!" It'll make all the difference in the world.

ASSIGNMENT THREE (A2)

The Disciplers' Handbook

Chapter Two

1. Think about Bible study classes you've attended. In what ways did teachers waste time? Given the assigned reading, what suggestions would you make to "redeem the time"?

2. Choose *ten of the terms* listed below (your preference). Define these (correctly!) *in your own words* in light of the text material (Do not simply copy the text. *Explain. Illustrate. Paraphrase*).
- | | | |
|---------------------------|-------------------------|---------------------------------------|
| a. Set Up Targets | b. Advance Organizers | c. Closure |
| d. Good discussion | e. Leading questions | f. Conversational lecture |
| g. Key Concepts Study | h. Rhetorical questions | i. Problem-solving |
| j. Earn the right | k. Time Out! | l. Improving Openness |
| m. Rabbits! | n. Assignments | o. Subjective vs. Objective Questions |
| p. Tie It Up in a Box | q. Haul the Freight | r. Prime the Pump |
3. What discoveries did you make that will improve the way you *lecture, or ask questions, or lead a group discussion*?
4. Evaluate the following questions. Explain why, in your opinion, they are good or bad questions. (Be sure to consider the Left and Right Pillars as you answer).
- a. "Helen, can you name the Twelve tribes?"
 - b. (After a study of John 3) "Place yourself in the shoes of Nicodemus. How would you have reacted to Jesus' words?"
 - c. (After a study of Peter and Judas) "Both Judas and Peter betrayed Jesus, yet they had different reactions. What factors do you find in scripture that contributed to this?"
5. Describe the five major parts of a lesson plan. (1) label the sections and (2) define each. Explain the role of each component in the teaching process. *Essential structure for teaching plans you'll write.*
6. The *Learning Objective* is one element of Bible Study materials that many teachers ignore. Why do you think this is so? What value do you see in writing and using clear instructional objectives?
7. Jesus said, "Do not give dogs what is sacred; do not throw your pearls to pigs." (Matt. 7:6, NIV). How have you seen this command violated in Bible study? (*Hint: Related to Learning Readiness*)
8. *Objective, Learning Readiness, and Bible Study Focus* must form a coherent flow for teaching to be effective. Given the chapter, what are some elements you would expect in a "Knowledge plan"? "Understanding" plan? "Personal Response" plan?
9. Distinguish between "Hitting the Target" and "Conclusion" as separate parts of a lesson plan.

ASSIGNMENT THREE (A3)

Called To Teach

Read Chapter One: "Teacher as Dynamic Synergism"

1. Define "dynamic synergism"
2. What key distinctions have you seen between thinkers, feelers, and doers?
3. Given the definitions in the chapter, are you more thinker, feeler or doer?
Explain why you say this?

Read Chapter Two: "Teacher as Mature Person"

4. How did this chapter reinforce your self-description as a thinker, feeler, or doer?
5. Where specifically do you need to grow to become more balanced in terms of the Triad?

Read Chapter Three: "Teacher as Clear Communicator"

6. Contrast the role of "teacher" in lecture and discussion.
7. Describe factors that make "provocation" productive (positive) or detrimental (negative) in the classroom or pulpit?

Read Chapter Four: "Teacher as Authentic Motivator"

8. Contrast "punishment" and "teacher praise" in terms of their actual impact on you.
9. Contrast "punishment" and "academic consequences" (late penalties, low grades) in teaching.
10. Describe the tension between "shaping" and "befriending" learners.
11. Describe the tension between operating as "curiositeur" and a "success agent"?

12. Reflection question:

Having read these four chapters, describe your 2-3 most meaningful discoveries.

ASSIGNMENT FOUR (A4)

Called To Teach

Chapter 6 (CTT) "Lesson Plan Tactician" pp. 142-153

Read the Handout "Levels of Learning"

1. Why are specific learning objectives important to the teaching process?
2. Define "knowledge."
3. Define "understanding."
Comprehension:
Application:
Analysis:
Synthesis:
Evaluation:
4. Define "personal response."
Receiving:
Responding:
Valuing:
Organizing:
Characterizing:
5. It is commonly held around the world that "teaching is giving information" and "learning is receiving information." How does the concept of "levels of learning" counter these ideas?

ASSIGNMENT FIVE (A5)

Called To Teach

Chapter 5: "Teacher as Dramatic Performer"

1. How do you react to the idea of teachers being "dramatic performers"?
2. Consider the statement "The number one virtue in America today is 'entertainment.'" How has "entertainment" taken over news? politics? worship? How is this good? How is this bad? In what way has it become necessary?

3. Give one positive **OR** negative example from your experience as a learner related to **each of** the following: *a teacher's . . .*
 - (1) Personal presence
 - (2) Voice,
 - (3) Body Language,
 - (4) Storytelling, and
 - (5) Enchantment. (Five examples in all)

4. Prepare a *three-to-five-sentence presentation* on a Bible thought or personal spiritual experience to be given in class. Write it out word for word, and include in your post. Construct a key-word 3x5 card to use in presentation. These will be collected in class. Practice in light of Chapter 5 – with emphasis on *movement to the podium, presence, voice and eye control, and body language.*

ASSIGNMENT SIX (A6)

Read Hand-out on *Writing Instructional Objectives* (Blackboard)

Write the following objectives targeting students in our FOUND 4303 class according to the guidelines given in class.

1. **Knowledge objective** on "Christian Clothing" (Colossians 3:8-12)
2. **Comprehension objective** on "Salvation" (Ephesians 2:8-9)
3. **Synthesis objective** on "The Church that Pleases Jesus" (Rev. 2-3)
4. **Responding objective** on "Christ Within" (Colossians 1:27)
5. **Valuing objective** on "Spiritual Leadership" (Matt 20:25-28)

ASSIGNMENT SEVEN (A7)

Called To Teach

Read Chapter Seven: "Teacher as Classroom Manager"

1. Describe a personally difficult classroom experience you've had. What made it "toxic" for you?
2. Describe a pleasant classroom experience you've had. What made it positive for you?
3. Differentiate between "proactive" and "remedial" skills.
4. What are you doing this semester regarding "self-management" and "stress reduction"?

ASSIGNMENT SEVEN (A8)

ROUGH DRAFT 1: Personal Teaching Plan One

Prepare a rough draft of your *Personal Teaching Plan 1* for evaluation in class. The term "rough draft" does not mean "incomplete" or "poorly done." It means "a work in progress, subject to improvement." The better your rough draft, the better feedback you will receive. *Bring two copies to class*, one for me to evaluate during the session and the second to share with your group for evaluation.

ASSIGNMENT NINE (A9)

Personal Evaluation of your MicroTeach

After you lead the class in your MicroTeach session, (1) read the student evaluations, (2) view your video tape (see my secretary in Price 206 to get your tape), and (3) write a **narrative evaluation of your teaching**. What did you do well? What would you do differently? What mistakes were made? What surprises did you experience? What did you learn about teaching through the experience?

Most of these narratives span 2-3 pages. *Due one week after you teach.*

ASSIGNMENT TEN (A10)

ROUGH DRAFT 2: Personal Teaching Plan Two

Prepare a rough draft of your second *Personal Teaching Plan* for evaluation in class. Bring two copies

to class, one for me to evaluate and the second to share with your group for evaluation.

You may choose to teach for Knowledge, Understanding, or Personal Response.

ASSIGNMENT ELEVEN (A11): Reflective Journal

Reflect on each MicroTeach experience and write down positives ("Here's what I want to do in the future!") and negatives (Here's what I'll avoid in the future!") in teaching. Do not criticize teachers personally, but frame comments in terms of principles. Add entries to your Journal after each MicroTeach session.

Assignments 12, 13 and 14 form the basis of our discussion on Final Exam day. Use the three weeks of MicroTeach presentations to complete these assignments.

ASSIGNMENT TWELVE (A12)

Scan a **unit of study** [or a month] in a Youth or Adult Teachers' Quarterly (Curriculum Lab has copies)

1. How do the materials reflect [or fail to reflect] elements of the Disciplers' Model?
 - a. Allowing the Bible to speak
 - b. Meeting the needs of people
 - c. Helping people think
 - d. Helping people share personal experiences and values
 - e. Helping people build relationships
 - f. Helping people grow spiritually
 - g. Allowing the Holy Spirit to teach
 - h. Is there balance or imbalance in the unit? (Give examples.)

2. How are the following teaching emphases addressed in the teaching materials?
 - a. Knowledge
 - b. Understanding
 - c. Affective Response
 - d. Christian Action

ASSIGNMENT THIRTEEN (A13)

The Disciplers' Handbook

Chapter Three

The manner in which **we lead** in educational ministry is an important part of Christian education. We not only teach by talking - we also teach by the way we lead. This chapter focuses on the way Jesus led the Twelve as a component of His amazing Teaching Ministry.

1. Write down reactions to each of the case studies. Write questions that come to mind as you reflect on the events of the cases.

2. Having reacted to each of the cases in turn, think back over the chapter as a whole. What major discoveries did you make? What questions remain? (Jot these down for class discussion)

ASSIGNMENT FOURTEEN (A14)

Called to Teach

Chapter Ten

1. Describe in your own words the four-dimensional reality of teaching.
2. Reflecting on the thinking-feeling-doing emphases of the course, describe the ministry of the Christian Teacher as *Prophet, Priest, and King*.
3. Define "the ministry of teaching." How does this concept differ from the common conceptions of "teaching" (*telling*) and "learning" (*listening*)?