

CED 200 TEACHING AND LEARNING

Three (3) Credit Hours, Fall Semester 1994
Canadian Bible College

Professor: Rev. **Gregory F. Johnson, M. A.**
Associate Professor of Christian Education

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COURSE SYLLABUS

1. COURSE DESCRIPTION

A study of the principles involved in the teaching--learning process and their effective application in Bible instruction. Attention will be given to teacher--student relationships, lesson preparation, curriculum and methodologies.

2. COURSE GOALS

2.1 The student should develop an understanding of the biblical foundation for teaching and the principles involved in the teaching -- learning process.

2.2 The student should develop an understanding of how to effectively teach children, youth and adults through the use of appropriate teaching skills and methods.

2.3 The student should build confidence in an ability to manage a teaching learning situation.

3. COURSE TEXTS

3.1 Bryan, Doug C. 1993. Learning to Teach Teaching to Learn. Nashville: Broadman & Holman Publishers

3.2 Hendricks, Howard. 1987. Teaching to Change Lives. Portland: Multnomah Press

3.3 Schultz, Thom and Joani. 1993. Why Nobody Learns much of Anything at Church: and How to Fix it. Loveland, CO.: Group.

4. COURSE REQUIREMENTS

Toward accomplishing the course goals you will take class notes, participate in class discussion, complete the reading, written, oral assignments and write one exam.

4.1 Reading: Please read the texts in their entirety. Our discussion in class will be enhanced if it can be based on information and ideas which have come from our reading. The following assignments related to your reading are to be completed:

Reading Reports

The reports on Teaching to Change Lives and Why Nobody Learns much of Anything at Church:

should be written as follows:

- Cite the work in full bibliographical detail: Hendricks, Howard. 1987. Teaching to Change Lives. Portland: Multnomah Press. State your name and the number of pages you have read with understanding. No title page.
- In a paragraph state the purpose of the book and what you felt was accomplished in the book.
- Present a digest of the most useful insights of the book, supporting those with very select, short quotations. Two (2) pages.
- In a final paragraph, state briefly the implications from this book for your ministry as a Christian teacher.

The text Learning to Teach / Teaching to Learn Choose and complete one Learning Activity from each chapter of Part I (Chapters 1 - 6).

4.2 Observation Assignment: The student is to choose an age level and observe a church related teaching session. An observation worksheet (see appendage) is provided as the guideline for completing this assignment.

4.3 Peer teaching Assignment: The student will participate in a peer teaching group. You will plan and teach one lesson. The group members will complete evaluations of their peers. Potential dates for peer teaching groups to meet will be Nov. 29, Dec. 1, 6, 8. Lesson Plan first draft is due October 4, Completed Lesson Plan is due November 1.

4.4 Exam: A final examination will be given during the week of December 12--16. To Be Scheduled.

5. ACADEMIC POLICIES / CONCERNS

The Professor will comply with all academic policies as printed in the current College Catalogue (pp. 53-56) and Community Living Guidelines (pp. 4 - 6). Please be familiar with these policies.

5.1 Assignments for the course are to be typed, double spaced unless otherwise stated. Please do not use plastic or paper duo-tang covers. The pages of your assignment should be stapled and include a title page unless otherwise instructed. Assignments are to be submitted at the class period indicated on the course calendar.

5.2 Permission for Extensions: In serious illness/emergency situations extensions will be granted. You are responsible to plan ahead giving yourself an appropriate time frame to complete an assignment. Unexcused late submissions result in a grade of 'C' or less. Assignments will not be given a passing grade when they are more than a week late.

5.3 Attendance & Participation: Your regular attendance and participation are vital to the teaching--learning experience. The general expectation is that you will set a personal goal to be present and engaged in all class sessions; however, in an effort to accommodate personal needs, the number of allowable skips for a three (3) credit course is five (5), seventy-five minute class periods. You are responsible to keep your own record of skips. Please do not request this information from your professor.

5.4 Course Grading:

Reading Assignments	40%
Observation Assignment	20%
Peer Teaching / Lesson Plan	20%
Final Exam	<u>20%</u>
Total	100%

CED 200 Teaching and Learning Course Calendar / Fall 1994

Meeting: Tuesdays and Thursdays: September 8 -- December 8, 1994. Time: 10:30 a.m. to 11:45 a.m.

<u>DATE</u>	<u>TOPIC</u>	<u>[ASSIGNMENT DUE]</u>
September 8	Syllabus and Course Introduction: Why the Church Must Teach	
13	A Theory of Teaching and Learning	[TLLT Chps. 1 & 2 Learning Activities]
15		
20	The Learner	[TLLT Chp. 3 Learning Activity]
22		
27	The Teacher	[TLLT Chp. 4 Learning Activity]
29		
October 4	Lesson Planning	[TLLT Chp. 5 Learning Activity #3]
6		
11	The Seven Laws of the Teacher	[TCL Reading Report]
13		
18	Motivation and Teaching/Learning	[TLLT Chp. 6 Learning Activity]
20	No Class: Spiritual Life and Mission Week	
25	Learning in the Church: An Evaluation	[WNL Reading Report & TLLT Reading Chps. 7-17]
27		
November 1	Curriculum Evaluation	[Completed Lesson Plan]
3		
8	Teaching Adults	[Observation Assignment]
10		
15	No Class: Day of Prayer	
17	Teaching Youth	
22	Teaching Children	
24	Semester Summary and Preparation for Final Exam	

November 29, December 1, 6, 8: No classes for *Access Small Group Leaders / Peer Teaching Groups will meet as assigned.

December 12 -- 16 Final Exam: To Be Scheduled

Notes: LTTL: Text, Learning to Teach / Teaching to Learn
 WNL: Text, Why Nobody Learns much of Anything at Church: and How to Fix it
 TCL: Text, Teaching to Change Lives
 *Optional assignment, explanation will be given at first class.



CED 200 TEACHING & LEARNING - A SELECTED BIBLIOGRAPHY

- Barlow, Daniel Lenox. 1985. Educational Psychology: The Teaching-Learning Process. Chicago: Moody Press.
- Blankenbaker, Frances and Wesley Haystead, eds. N.D. Teacher Training Manual. 2d ed. Ventura: ICL, GL Publications.
- Bolton, Barbara. 1982. How To Do Bible Learning Activities Grades 1 - 6: Book 1. Ventura: ICL, GL Publications.
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- _____. Charles T. Smith and Wesley Haystead, eds. 1987. Everything You Want to Know About Teaching Children: Grades 1 - 6. Ventura: Gospel Light Publications.
- Bryan, Doug C. 1993. Learning to Teach/Teaching to Learn. Nashville: Broadman & Holman Publishers.
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- Friedeman, Matt. 1990. The Master Plan of Teaching. Wheaton: Victor Books.
- Gangel, Kenneth O., and Howard G. Hendricks, eds. 1988. The Christian Educator's Handbook on Teaching. Wheaton, IL: Victor Books.
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- Grant, Reg and John Reed. 1990. Telling Stories To Touch The Heart. Wheaton: Victor Books.
- Gregory, John Milton. 1986. The Seven Laws of Teaching. 1884, 1917, 1954; reprint, Grand Rapids: Baker Book House.
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- Marlowe, Monroe and Bobbie Reed. 1977. Creative Bible Learning for Adults. Ventura: Regal Books.

- McDaniel, Elsiebeth. 1981. You Can Teach Primaries. Wheaton: SP Publications.
- Palmer, Earl, Roberta Hestenes and Howard Hendricks. 1991. Mastering Teaching. Portland: Multnomah.
- Reed, Ed and Bobbie Reed. 1977. Creative Bible Learning For Youth Grades 7 - 12. Glendale: GL Publications.
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- _____. The Teacher's Commentary. 1987. Wheaton: SP Publications.
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- _____. Neal McBride, Sherie Lindvall and Monroe Marlowe, eds. 1982. How To Do Bible Learning Activities: Adult. Ventura: ICL, GL Publications.
- Warren, Richard. 1981. 12 Dynamic Bible Study Methods. Wheaton: SP Publications.
- Wilbert, Warren W. 1984. Strategies for Teaching Christian Adults. Grand Rapids: Baker Book House.
- Wilhoit, Jim and Leland Ryken. 1988. Effective Bible Teaching. Grand Rapids: Baker Book House.
- Willis, Wesley R. 1985. Make Your Teaching Count!. Wheaton: SP Publications.

CED 200 Teaching and Learning
Observation Assignment Worksheet & Cover Page
Due: November 8, 1994

Name:

Box Number:

Assignment Description: Observe a church related teaching session at an age level of your choosing and write a subjective description of your experience. Your paper should be three to five typed pages, double spaced.

In order to assist you in making the most of the observation experience, I offer the following set of questions for your consideration.

What were the teacher's objectives for the session? (You should ask the teacher for these prior to the class.) Were the objectives reached? How? If not why not?

How did the teacher make the student feel welcome? How would you describe the teaching / learning climate?

What were some characteristics you noticed about the learners that are important for a teacher of this age level to keep in mind?

What level of preparation on the part of the teacher was evident?

What were some ways the teacher gave individual attention to, or affirmed the learners?

Did the teacher involve the learners in the session? How?

In what ways were learners challenged and enabled to make practical application of truth?



GETTING TO KNOW YOU

My Name is: _____

Subject Knowledge and Experience:

1. Teaching is . . .

Learning is . . .
2. My teaching experience has been . . .
3. Currently I am involved in . . . (ministry, place, position)
4. While I am working toward a degree in _____, I hope, in the future, to be involved in . . .

Learning Style

5. I feel most unsettled in an educational setting when . . .
6. In order to teach me properly, you should know . . .

Personal Information

(family, hobbies, prayer item, anything that would help me get to know you)

