

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**

**MSS 630/CE 627**

**Instruction & Assessment In Theological Education**

**Dene Wood, Ed.D.**

**Fall 2005**

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

A study of teaching and evaluation principles, strategies, and methods appropriate in the Bible Institute/College context, with a special consideration of multicultural adaptations. Basic concepts, structure, and content of course plans, syllabi, and lesson plans are examined and explained. Various teaching methods and techniques are demonstrated and analyzed. Testing and other evaluation methods are presented and discussed.

**COURSE OBJECTIVE**

The comprehensive objective of this course is to enable students to achieve a greater understanding of the multi-faceted dynamics of the teaching-learning environment in higher education and to apply that knowledge personally and professionally.

**LEARNING OUTCOMES**

With focused and active participation in this learning experience, each student can attain his/her goals for an effective ministry in teaching and should be able to effectively

1. Identify the uniqueness of a Christian philosophy of education and articulate the biblical implications of the “pastor-teacher” ministry in theological education.
2. Articulate the important connection between theory and application in theological education
3. Integrate into one’s teaching insights gained from psychological developmental theories
4. Explore major learning systems and identify specific principles for teaching that evolve from these systems
5. Adapt teaching methods to needs and variations of value orientations of culturally diverse student bodies
6. Prepare appropriate course plans, syllabi, lesson plans, and evaluation instruments for courses in a Bible institute/college in various settings
7. Respond to Christ’s command to “Go and teach them all that I have commanded you.”

Please note:

(1) Students may vary in their competency levels on the above abilities. (2) Students can expect to acquire the above learning outcomes *only if* they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

## **TEXTBOOKS**

### ***Required:***

1. Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.
2. Lowman, Joseph. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1995.
3. Yount, William. *Created to Learn*. Nashville: Broadman & Holman, 1996.
4. The Bible

### ***Recommended as excellent references:***

1. Ford, Leroy, *A Curriculum Design Manual for Theological Education*. Nashville, TN: Broadman Press, 1991.
2. Gregory, John M. *The Seven Laws of Teaching*. Grand Rapids, MI: Baker, 2004.
3. McKeachie, Wilbert. *Teaching Tips*. 10 ed. Boston, MA: Houghton-Mifflin, 1999.
4. *Faculty Manual: A Guide for Bible School Teaching*. Asia Pacific Education Office: Bible Schools Division, Laguna Hills, CA. 1996.

## **COURSE REQUIREMENTS**

1. **Attendance.** Attend regularly, be punctual, and participate in classroom activities and discussions.
2. **Textbooks.** Read textbook assignments, carefully and thoughtfully, and be able to discuss content and make appropriate application in specific assignments. A course outline and reading guide will be shared the first day of class. A reading log will be maintained.
3. **Teaching Portfolio.** This constitutes the **course project** and will involve completion of the following tasks:
  - a. Select a real or hypothetical Bible institute/college where you plan to teach a course of study that you will be qualified to teach. Give a brief description of the setting, including the where, who, what, how, and why questions. This part of the project need not take more than two or three pages. (Specifics will be given in class.)
  - b. Develop a course design, including the syllabus, for the Bible institute/college course that you would like to teach
  - c. Write detailed lesson plans for three class sessions of the course.
  - d. Compile two exams for the course – mid-term and final.

Due date for each component will be discussed in class.

4. **Assessment:** (1) Assessment of students' learning is an on going process and will involve a variety of class activities. (2) All assigned reading must be completed. (3) The Teaching Portfolio must be completed and reflect stated objectives and expectations. (4) A final examination will be administered

### **SPECIAL FOCUS**

This class will participate in the AGTS community chapel that is scheduled for Wednesday, October 12, 2005, from 9:00 – 10:15 a.m.

### **GRADING PROCEDURES**

1.	Reading and active Participation in class	10%
2.	Teaching Portfolio	60%
	--Course Design & Syllabus	10%
	--Lesson Plans (3)	30%
	--Examinations (2)	20%
3.	Final Exam	30%

### **GUIDELINES FOR SUCCESS IN THIS COURSE**

1. Attend class regularly and be on time.
2. Read assigned textbook portions as they relate to Course Outline Themes. Maintain a Reading Log.
3. Participate actively in class discussions. Think. Express ideas and doubts. Ask questions. Listen to classmates. Contribute from your own background. Help make the class a Learning Community.
4. Ask the professor for help or further information.

### **COURSE THEMES**

- I. Profile of Theological Education
- II. The Learner
- III. Teaching-Learning Dynamics
- IV. The Teacher
- V. The Art and Science of Teaching
- VI. Evaluation of Learning

### **CONTACT INFORMATION**

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**Meetings** with the professor are **encouraged** and are **available** by appointment.

### **SPECIFIC DATA**

Prepared by: Dene Wood, Ed.D.  
July 2005

### SELECTED BIBLIOGRAPHY

- Airasian, Peter W. *Classroom Assessment*. 2nd ed. New York: McGraw-Hill, 1994.
- Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2 ed. San Francisco: Jossey-Bass, 1993.
- Banner, J. M., Jr. & H.C Cannon. *The Elements of Teaching*. New Haven: Yale University Press, 1997.
- Brembeck, Cole S. and Timothy Thompson. *New Strategies for Educational Development*. Lexington, MA: Lexington Books, 1973.
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- Downie, N. M. *Fundamentals of Measurement*. 2 ed. New York: Oxford University Press, 1967.
- Driscoll, Margaret. *Web-Based Training: Using Technology to Design Adult Learning Experiences*. San Francisco: Jossey-Bass, 1998.
- Duane, James, ed. *Individualized Instruction--Programs and Materials*. Englewood Cliffs, NJ: Educational Technology Publications, 1973.
- Duffy, Donna Killian and Janet Wright Jones. *Teaching Within the Rhythms of the Semester*. San Francisco: Jossey-Bass, 1995.
- Eble, Kenneth E. *The Craft of College Teaching*. 2 ed. San Francisco: Jossey-Bass, 1988.
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- Hall, Brandon. *Web-based Training Cookbook*. New York: John Wiley & Sons, 1997.
- Howard, Gary R. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teacher's College Press, 1999.
- Issler, Klaus and Ronald Habermas. *How We Learn*. Grand Rapids: Baker Book House, 1994.
- Jacobs, Lucy C. and Clinton I. Chase. *Developing and Using Tests Effectively*. San Francisco: Jossey-Bass, 1992.
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- Klausmeier, H. and W. Goodwin. *Learning and Human Abilities*. 4 ed. New York:Harper and Row, 1975.

- Kruse, Kevin and Jason Keil. *Technology-Based Training: The Art and Science of Design, Development, and Delivery*. San Francisco: Jossey-Bass, 2000.
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- LeFever, Marlene D. *Creative Teaching Methods*. Elgin, IL: David C. Cook, 1985.
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- Maier, Norman. *Problem Solving Discussion and Conferences: Leadership Methods and Skills*. New York: McGraw-Hill, 1963.
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- Wilhoit, James C. and J. M. Dettoni. *Nurture that is Christian*. Wheaton: Victor Books, 1995.
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