

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
MSS 630/CE 627
Instruction and Assessment in Theological Education

Billie Davis

Fall 2002

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 OBJECTIVES

1. Students will express understanding and appreciation in regard to the teacher/pastor role in theological education.
2. Students will be able to adapt teaching methods to needs of culturally diverse student bodies.
3. Students will be able to prepare appropriate course plans, syllabi, lesson plans and evaluation instruments for courses in a Bible institute/college in various cultural environments.
4. Students will be able to develop a repertoire of teaching methods and techniques.
5. Students will be able to use appropriate technology in teaching situations.

REQUIRED TEXTBOOKS

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

COURSE REQUIREMENTS

1. Attend regularly and participate in classroom activities.
2. Read textbook assignments, carefully and thoughtfully, and be able to discuss content.

Complete a term project as follows:

3. Develop a course plan, including the syllabus, for a Bible institute/college course that you would like to teach.
4. Write detailed lesson plans for three class sessions of the course.
5. Compile two exams for the course – mid-term and final.

6. Develop a presentation, using technology such as “Power Point” for one class session.
7. Final exam. December 12, 7:30 AM

GRADING PROCEDURES

Reading and Participation in Class	15%
Final Exam	15%
Project	70%
Course Plan,	10%
Classroom presentation,	10%
Lesson Plans (3)	30%
Examinations (2)	20%

The final grade may be lowered if:

- Work is submitted late
- More than three class sessions are missed

GUIDELINES FOR SUCCESS IN THIS COURSE

- # Attend regularly and never be late to class
- # Read assigned textbook portions before they are to be discussed in class
(Schedule a regular time to study)
- # Participate actively in class discussion. Think. Express ideas and doubts. Ask questions. Listen to classmates. Contribute from your own background. Help make the class a Learning Community.
- # Feel free to ask the professor for help or further information.

SELECTED BIBLIOGRAPHY

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- Bigge, Morris L, and S. Samuel Shermis. *Learning Theories for Teachers*. 5 ed. New York: Harper-Collins, 1992.
- Brembeck, Cole S., and Timothy Thompson. *New Strategies for Educational Development*. Lexington, MA: LexingtonBooks, 1973.
- Cross, K. Patricia, *Adults as Learners*. San Francisco: Jossey-Bass, 1981.

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Gangel, Kenneth O., and Howard G. Hendricks. *The Christian Educator's Handbook on Teaching*. Wheaton, IL: Victor Books/ SP Publications, Inc., 1988.

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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.

Joyce, Bruce, and Marsha Weil. *Models of Teaching*. 3 ed. Boston: Allyn and Bacon, 1986/

Katz, Daniel, and Robert Kahn. *Social Psychology of Organization*. 2 ed. New York: John Wiley and Sons, 1978.

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Wilson, Gerald L. *Groups in Context*. 4 ed. New York: McGraw-Hill, 1996.

Yount, William. *Created to Learn*. Nashville: Broadman & Holman, 1996.

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READING GUIDE

Readings related to the term project

Course Plan: Davis, Chapter 1; Lowman, Chapter 7

Syllabus: Davis, Chapter 2; Yount, Chapter 6

Class Presentation: Davis, Chapters 35-40; Lowman, Chapter 5

Detailed Lesson Plans: Davis, Chapters 12, 16, 25; Lowman, Chapter 5

Exams: Davis, Chapters 26, 28-34; Lowman, Chapter 9; Yount, Chapter 14

Readings related to the learner

Davis, Chapters 4-7; 21-23

Lowman, Chapter 2

Yount, Chapters 3-5

Readings related to the teacher-person

Davis, Section X

Yount, Unit 1

Readings related to teaching styles and skills

Davis, Sections III, IV, V, XI

Lowman, Chapters 1, 3, 6, 10

Yount, Chapters 12, 13

Readings that specifically relate psychological theories to Christian education

Yount, Units 1, 3, 5

Reading and completion of the term project will require at least two hours for each session of class time. Students should schedule reading time and begin preparation of the project from the first day of class.

Prepared by Billie Davis, Fall, 2002

READINGS FOR CLASS DISCUSSION

Because each student is working on the development of a course plan at the same time as reading through the textbook material, this reading schedule follows the sequence of the course content, while designating readings to course objectives and specific aspects of the project.

SEPTEMBER

- 3, 5, and 10 Readings related to the learner
Davis, Chapters 4-7, 21-23; Lowman, Chapter 2; Yount, Chapters 3-5.
- 12 and 17 Readings related to the course plan
Davis, Chapter 1; Lowman, Chapter 7
- 19, 24, 26 Readings related to the teacher person
Davis, Section X

OCTOBER

- 1 and 3 Readings related to the syllabus
Davis, Chapter 2; Yount, Chapter 6
- 8 and 10 Readings related to the teacher person
Yount, Unit 1
- 15 and 17 Readings related to class presentations
Davis, Chapters 35-40
- 22 and 24 Readings related to class presentations
Lowman, Chapter 5
- 29 and 31 Readings related to detailed lesson plans
Davis, Chapters 12, 16 and 25

NOVEMBER

- 5 and 7 Readings related to teaching styles and skills
Davis, Sections III and IV
- 12 and 14 Davis, Sections IV and VI
- 19, 21, 26 Readings
Davis, Chapters 26-34 (THANKSGIVING)

DECEMBER

- 3 and 5 Readings related to evaluations and exams
Lowman, Chapter 9; Yount, Chapter 14
- 10 Review
- 12 Final Exam, 7:30 AM

COURSE PLAN

A unique characteristic of this course is that the instructor cannot avoid modeling (in positive and negative ways) what is being taught. You are a student learning to relate to students as a teacher. You act in accordance with a syllabus while you are designing a syllabus.

The course has what we could call a mission statement: *to develop a learning community*; to study good resources together; to share needs, ideas, experiences, and learn from each other.

Our sequential outline follows the general outline of Barbara G. Davis' *Tools for Teaching*, placing in logical order what a teacher needs, from course preparation through final testing, and as she puts it, "the last days of class". After studying the textbooks, you could put what you learned into practice by creating your own course and lesson plans. The requirements of this course, that you design an original course plan by the end of the term, complete with sample lesson plans and exams, makes it impossible for us to follow that pattern. Your challenge is to do reading and practical application together throughout the course; to blend theory and practice.

Review the course requirements.

The course requires each student to demonstrate practical knowledge and skills:

Develop a complete course plan.

Prepare the syllabus for the course.

Write detailed lesson plans.

Develop a presentation, such as "Power Point".

Prepare sample exams for the course.

In addition to demonstrating practical knowledge and skills, this course requires the student to express understanding of the teacher/pastor role in theological education.

Be able to make cultural adaptations, for educational ministry in foreign or home missions.

Read with these objectives in mind.

Reading assignments will aim to include five elements of instruction and assessment in theological education:

1. Understanding of students, learning theories, personal, social, and cultural differences.
2. The teacher person.
3. Teaching styles and skills.
4. Specific methods and models in planning, presentation, and evaluation.
5. Education as a Christian ministry.

Plan and develop the project as you read.

Take notes and make preliminary plans to change and develop as you have new ideas.

Class sessions will include some methods demonstrations from outside resources. Students will have opportunities to share demonstrations in class.

Requirement No. 4: Write detailed lessonplans for three specific class sessions for the course being developed.

Following are guidelines for Requirement No. 4.

Each lesson plan is to include:

1. Specific objectives: the desired outcomes from this particular lesson. Objectives generally should be stated in behavioral terms—what is expected from the student as a result of this session. Usually objectives include *Awareness*, or cognitive objectives; *Attitude*, or affective objectives, and *Action* objectives, meaning what a student will do or plan to do as a result of this session.

2. Introduction: Preliminaries and routine, prayer, attendance, announcements.
3. Review, recapitulation of relevant previous work.
4. Outline of the session's lesson, including key questions and discussion topics.
5. List of activities and sources.
6. Summarization of main points in this lesson.
7. Assignment. Allow time for careful instructions in regard to expectations.
8. Plan for evaluation of outcomes (Analyses by both teacher and students).

COMPONENTS OF A LESSON PLAN

1. Motivation
2. Aim
3. Development
4. Pivotal Questions
5. Summary
6. Assignment
7. Enrichment

Course Requirement No. 5: Compile two exams suitable for the Bible Institute/College level.

Achievement of this requirement involves understanding of material in Davis, Unit VIII.

Planning the Test

Elements of the test plan:

1. Content to be covered
2. Cognitive skills to be measured

Test Items

Multiple-choice
True-false
Matching items
Completion items
Essay items

Administration and Grading

Give some information concerning how the test is to be administered, and the system of grading to be used.

For your own future reference, and to help the instructor in evaluating your work, write out a brief explanation of how the test relates to the entire course you have proposed. Explain reasons for the format, length of the test, and types of items chosen.