



# LEAVELL COLLEGE

AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

## Teaching Lab: LCCM3360 (221)

Fall 2021

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Office Hours: Monday and Friday: 11:00 a.m. – 4:00 p.m., Wednesday: 1:00 – 3:00 p.m.

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*The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### COURSE DESCRIPTION

Students will apply their understanding of instructional strategies and lesson planning, explore the processes and challenges of the teaching-learning process, and develop skills in the area of class preparation and presentation. Students will also experiment with various approaches related to teaching and pedagogic practices as they relate to small group Bible study and discipleship settings. Major assignments include written lesson plans and oral presentations of the lessons. *Prerequisite: Teaching Methods*

### COURSE STUDENT LEARNING OUTCOMES (CSLOs)

At the conclusion of the semester, the student will:

1. Comprehend instructional strategies, lesson planning, and the teaching-learning process.
2. Design and develop lesson plans using a variety of instructional approaches and strategies.
3. Demonstrate proficiency in lesson plan design/development and instructional approaches/strategies through the teaching of various elements of the lesson.

### COURSE TEXTS

The following text is required:

Elmer, Muriel I., and Duane H. Elmer. *The Learning Cycle: Insights for Faithful Teaching from Neuroscience and the Social Sciences*. Downers Grove, IL: InterVarsity Press, 2020.

A formal, modern English translation of the Holy Bible (ESV, NASB, HCSB, CSB, KJV, NKJV)

## COURSE REQUIREMENTS

### 1. Jesus' Teaching Ministry (15%)

This assignment consists of two parts, as noted below. *This assignment relates to CSLOs #1, #2, and #3.*

*Part 1:* Students will read the Gospel of Luke and chart the various teaching methods used by Jesus. The chart is to be organized to include the following: Scripture reference, "title" of teaching incident, teaching method, the targeted learner/s, and the learner/s' response. The student will chart at least one incident per applicable chapter for a total of 24 teaching-learning incidents. (Value: 10%)

*Part 2:* After creating the chart outlining Jesus' teaching methods as recorded in the Gospel of Luke (note part 1 above), students will create a plan of how they will employ one of the teaching methods illustrated in their own teaching ministry. (Value: 5%)

**Due:** Sept. 14 @ 2:00 p.m.

### 2. Textbook Reading Acknowledgment (10%)

Students will read the assigned textbook (Muriel Elmer and Duane Elmer's *The Learning Cycle*) in its entirety and complete a reading acknowledgment form at the end of the semester reporting the percentage of the textbook read. *This assignment relates to CSLOs #1 and #3.*

**Due:** Oct. 2 @ 11:59 p.m.

### 3. Research and Presentation of an Instructional Strategy

(Research @ 15%, Presentation @ 10% -- for a total of 25%)

Students will research a selected instructional strategy and present their findings via a PowerPoint or a Prezi. Details for the creation of the presentation will be provided in class. In addition, students will present their research (using their PowerPoint or Prezi) to the class. The instructional strategies from which the students may select include lecture, brainstorming, group discussion (large group or small group), drama, role play, case study, debate, discovery/inquiry based learning, collaborative learning, learning via technology, learning centers (preschoolers and children), simulation, and problem-based learning. *This assignment relates to CSLOs #1, #2, and #3.*

**Due:** Oct. 12 @ 2:00 p.m.

### 3. Lesson Plan (2 separate lessons at 25% each, for a total of 50%)

Each student will design, plan, and teach two detailed Bible study lessons: one for preschoolers or children and one for youth or adults. The lesson plans will be based upon a passage of scripture that the student has already studied. Each lesson plan will consist of both a written plan and a teaching portion. Two types of plans will be employed:

(a) *Lesson Planning Outline* – The lesson planning outline was emphasized in our Teaching Methods class. The outline is exemplified by Lawrence O. Richards and

Gary J. Bredfeldt in their text *Creative Bible Teaching*, which is the course text for

Teaching Methods. The teaching portion of the lesson is to consist of a 20 to 25 minute portion of the lesson. Further instruction will be given during class.

(b) *Micro-teach Lesson* – Students will create a micro-teach lesson based on a passage in Luke that was studied while working on assignment #1 (above). The student is to use three specific methodologies in the micro-teach. The micro-teach is to consist of a 15- to 20-minute long session, which is videotaped. Students will create the session as if they were developing an “on-demand session” that will be viewed by participants at a later time. Time for student participation will still be built into the lesson, and applicable handouts are to be developed. The students are also to submit a script of the micro-teach that details each step outlining exactly what the teacher is to say as he/she conducts the lesson. Additional details will be provided during class.

Each lesson plan (written and teaching portions) is worth 12.5%, for a total of 25%. *This assignment relates to CSLOs #1, #2, and #3.*

**Due:**

- Lesson #1: Oct. 26 @ 2:00 p.m.
- Lesson #2 – Micro-Teach: Nov. 30 @ 2:00 p.m.

**GRADING**

Textbook Reading Acknowledgment	10%
Jesus’ Teaching Ministry	15%
Research/Presentation Instructional Strategy	25%
Lesson Plan 1	25%
Micro-Teach	25%

**GRADING SCALE**

A: 93 - 100
B: 85 - 92
C: 77 – 84
D: 70 – 76
F: below 70

**COURSE OUTLINE**

All topics and dates (except the final exam) are subject to change.

Week	Week of	Topic	Reading	Assignment
1	August 17	Course Syllabus Review/ Course Introduction  <i>Theological Aspects of Learning</i>		
2	August 24	<i>Understanding the Teaching-Learning Process</i>	Elmer, chs. 1 & 2	
3	August 31	<b>Level 1:</b> Remembering the Information  Transformative Teaching	Elmer, ch. 3	
4	September 7	<b>Level 2:</b> Valuing the Information	Elmer, ch. 5	

Week	Week of	Topic	Reading	Assignment
5	September 14	Discussion on Jesus' Teaching Ministry  <b>Level 3:</b> Using the Information	Elmer, chs. 6 & 7	<b>Jesus' Teaching Ministry</b> due Sept. 14 @ 2:00 p.m.
6	September 21	<b>Barriers to Change</b>  <b>Level 4:</b> Changing Behavior	Elmer, chs. 8 & 9  Elmer, chs. 10 & 11	
7	September 28	<b>The Learning Cycle</b>	Elmer, ch. 14	<b>Textbook Reading Acknowledgment</b> due Oct. 2 @ 11:59 p.m.
8	October 5	<b>Fall Break – Enjoy!!</b>		
9	October 12	<b>Presentation of Instructional Strategy</b>		<b>Research and Presentation of an Instructional Strategy</b> due Oct. 12 @ 2:00 p.m.
10	October 19	<b>Presentation of Instructional Strategy</b>		
11	October 26	<b>Teaching of Lesson #1</b>		<b>Lesson Plan #1</b> due Oct. 26 @ 2:00 p.m.
12	November 2	<b>Teaching of Lesson #1</b>		
13	November 19	Discussion of Micro-Teach		
14	November 23	<b>Thanksgiving Break – Enjoy!</b>		
15	November 30	<b>Teaching of Lesson #2 – Micro-Teach</b>		<b>Micro-Teach Lesson</b> due Nov. 30 @ 2:00 p.m.
16	December 7  <b>Note: Class meets at 3:00 p.m.</b>	<b>Teaching of Lesson #2 – Micro-Teach</b>		

### ADDITIONAL COURSE INFORMATION

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of participating in the class live or via the recording, you are allowed to miss only the amount of class time specified in the NOBTS

attendance policy as stated in the Leavell College catalog. (See the Leavell College catalog: <https://www.nobts.edu/resources/pdf/academics/LeavellCollegeCatalog.pdf>.)

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through the completion of a brief viewing quiz after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

For all students regardless of method of participation:

1. Attendance Policy: Leavell College follows the attendance policy as stated in the Leavell College catalog.
2. Policy for Late Submissions: All assignments are to be submitted as indicated in the *Course Requirements* section. Late assignments will be assessed an initial 5-point penalty and 1-point penalty for each additional day, including weekends, after the due date. **No assignment will be accepted past two weeks of the original due date. No assignment will be accepted after 3:00 p.m. (CST) on December 7.**
3. Plagiarism Policy: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.
4. Classroom and Online Decorum: Each student is expected to demonstrate appropriate Christian behavior. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of the others in the course. A spirit of Christian charity is expected at all times.
5. Special Needs: If you need accommodations for a disability, please set up a meeting with the professor for consideration of any modifications you may need.
6. Emergency Plan: In the event the NOBTS schedule is impacted due to a natural event, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.

7. Technical Assistance: For general NOBTS technical help, go to [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)

8. Style Guide: 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](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)

### **SELECTED BIBLIOGRAPHY**

Richards, Lawrence O., and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated. Chicago: Moody Publishers, 2020.

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 3rd ed. San Francisco: Jossey Bass, 2015.

Edge, Findley. *Teaching for Results*. Revised ed. Nashville: B&H Academic, 1995.

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Gangel, Kenneth O., and Howard G. Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1988.

LeFever, Marlene D. *Creative Teaching Methods*. Colorado Springs: Cook Communications Ministires, 2004.

Linhart, Terry, ed. *Teaching the Next Generations*. Grand Rapids: Baker Academic, 2016.

Newton, Gary. *Heart-Deep Teaching*. Nashville: B&H, 2012.

Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.

Tolbert, Laverne. *Teaching Like Jesus*. Grand Rapids: Zondervan Publishing House, 2000.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone!* Sisters, OR: Multnomah Press, 1992.

Wilhoit, James C., and Leland Ryken. *Effective Bible Teaching*. 2d ed. Grand Rapids: Baker Academic, 2012.

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: Broadman & Holman Publishes, 1999.

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Zuck, Roy B. *Teaching as Jesus Taught*. Eugene, OR: Wipf & Stock Publishers, 1995.