

MB Biblical Seminary
CF-540 Church Educational Ministries
3 Units
Thursday nights- Spring Semester 2006
6-9pm

Instructor:

Rick Bartlett

rbartlett@mbseminary.edu

Phone: 452.1779

Office Hours: 10-4 M-F

Course Description:

This is a course on leading the teaching and training ministries of the church and Christian educational institutions. The course examines various models of Christian education for churches and schools of different sizes in a variety of settings. The course includes issues such as pedagogy, reflective practice, experiential learning, discipleship, methodology, and media.

Course Objectives:

1. Knowledge of:

Effective teaching

The importance of the teacher's life in presenting material

A variety of pedagogical approaches

The Church as a learning community

Reflective practice

2. Characterized by:

Students who value their own growth as teachers

Students who value contributions of learners in the educational process

Students who value education as a component of discipleship

3. Skilled in:

Teaching in a wide variety of methods and formats

Working through volunteer teachers

Finding the most appropriate pedagogy for a particular group

Using a variety of technological approaches to teaching

Leading an educational ministry

Required reading:

Everist, Norma C. *The Church as Learning Community*. Abingdon

Ewert, David. *Called to Teach*. Center for MB Studies (selected chapters- book provided in class and on reserve in the library)

Palmer, Parker J. *The Courage to Teach*. Jossey Bass
Schultz, Quentin J. *High Tech Worship*. Baker
Webb-Mitchell, Brett P. *Christly Gestures*. Eerdmans

Students will read one additional book depending on their interest and future goals (See assignment 2 for further explanation).

For those planning on a career of Bible College, university, or graduate school teaching:

Lowman, Joseph. *Mastering the Techniques of Teaching*. Jossey Bass 2nd edition

For those pursuing Christian education in the church:

LeFever, Marlene D. *Creative Teaching Methods*. David C. Cook 1996

Learning Activities/Assignments:

1. Teaching a topic in class.

Since one of the best ways to learn about something is to teach it to others, students will have the opportunity to select a topic in the course and teach it to the class. Students will work in groups of 2. The instructor will work with the groups to develop and debrief the teaching/learning experience. The length of the teaching session will be 60 minutes. Topics will be given out during the first class session.

Students will turn in their notes at the conclusion of their presentation.

Due date will vary depending on the topic selected.

2. Creating a two session teaching resource.

Students are to create a two session unit on a topic of their choice. The paper turned in should include:

The target group being taught- age, educational level, etc.

The setting- Bible College, church, etc.

The set-up- room, technological requirements, size of group

The details- length of session, handouts, etc.

The goals:

Session goals and objectives

Teaching notes and resources

Handouts for students or PowerPoint presentation

Depending on a student's inclination toward Church or Institutional teaching, in this assignment students should show a thorough understanding of either Lowman or LeFever. This will be seen in the way session goals and objectives are listed, in the variety of teaching methods employed, and in the manner in which the class is conducted.

It will be strongly encouraged that students teach these two sessions in their context of ministry before turning in the final copy.

Teaching resources should be at least 5 pages for each session.

Due on 13 April.

3. Book review of Schultze (4 pages)

Give an overview of his main thesis.

What does Schultze have to say regarding technology and teaching?

What does he have by way of warnings? Encouragement?

What are the implications for your current or future ministry?

Create 2 questions from this book for class dialogue.

Due on March 2

4. Reading

It will be assumed that students have their own copies of the required reading and will be highlighting or marking as they read. At the beginning of class on the date a book will be discussed, students are to bring a page indicating they have read the material and also two questions for class discussion that arose from their reading.

Books due:

Palmer- 26 January

Ewert- 23 February

Schultz- 2 March (see assignment 3)

Everist- 16 March

Webb-Mitchell- 27 April

5. Class participation

Group participation and class attendance is expected. This course is built on an adult learning model that assumes students come to each class session prepared to make contributions from the reading and their experience. As the instructor, my role is to organize learning. Because of the interactive nature of this course, if a student misses more than 25% of the class sessions he or she may have their grade reduced by a full letter grade and may be at risk for failing the course.

Course Outline:

Issues this course will deal with include:

The ministry of teaching in the Old Testament and Early Church

The person of the teacher

Pedagogy

Learning styles

Reflective practice

Experiential learning

Teaching methods
 Community hermeneutic and education
 Media and Technology
 Teaching the Bible
 Discipleship and spiritual formation
 Leading an educational ministry- working with volunteers
 Creative thinking and teaching

Grading:	Points	Percent
Class teaching session	150	30%
Two session resource	150	30%
Schultz review	100	20%
Class participation	50	10%
Reading	<u>50</u>	<u>10%</u>
Total	500	100%

All Assignments Due by the date listed.

Grading philosophy: completing the required elements of an assignment qualifies a student for a grade of "B". Students wishing to earn higher grades will demonstrate the ability to analyze and synthesize course material through additional reflection and critical thought. Assignments are graded according to the following methodology: content – 80%; organization and writing skill – 20%. If however the content can not be ascertained due to the poor writing, the grade will be affected.

Late work will be reduced 2 points per day it is late.

Because of the value of learning as a process, students are given the opportunity to resubmit graded assignments that do not meet their own expectations. If a student receives a lower grade than expected, that student may rework the assignment, paying attention to the comments written by the professor on the graded copy. The reworked assignment will not receive a lower grade, but may receive a higher grade if the student makes corrections in the paper that were identified by the professor. In order for the paper to be reevaluated, the student must submit it with the original, marked on copy stapled to it. Resubmitted papers without the original graded copy attached will not be read.

Alternatively, students may turn in a penultimate draft before the due date for review and suggestions. The professor will read and return to the student with comments and ideas as well as what grade it would be assigned in the present form.

Academic Policies

MBBS academic policies are described at www.mbseminary.edu/fresno/policies. These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.

Confidentiality

If a student wishes to have their assignment results be more confidential they may submit the assignment in an envelope. The instructor will then return the assignment in the same envelope.