

MB Biblical Seminary
CF-540 Church Educational Ministries
3 Units
Thursdays 8:30-11:30am

Instructor:

Rick Bartlett DMin

rbartlett@mbseminary.edu

Phone: 452.1779

Office Hours: 9-4 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:

Dykstra, Craig. *Growing in the Life and Faith*. Geneva Press 1999

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

Heath, Chip and Dan. *Made to Stick*. Random House 2007

Hipps, Shane. *The Hidden Power of Electronic Culture*, Zondervan 2005

Palmer, Parker J. *The Courage to Teach*. Jossey Bass 1998

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 2000

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 segment from a course topic and teach it to the class. The instructor will work with the student to develop and debrief the teaching/learning experience. Topics will be given out during the first class session.

Students will turn in their notes at the conclusion of their presentation, write a 2 page evaluative self-reflection, and schedule a time to debrief the experience with the instructor.

Due date will vary depending on the topic.

2. Creating and Teaching a two session unit. Due on 8 May.

Students are to create and teach a two session unit on a topic of their choice. The subsequent report should include:

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

The setting- Bible College, church, Sunday School class, 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

Evaluation response from participants (evaluation guideline available on the course website)

A two page evaluative self-reflection for each session

Depending on a student's inclination toward Church or Institutional teaching, this assignment 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. Students are responsible to find their own location to teach these sessions.

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

3. Book critique of Hipps (5 pages)

Write a critique of the book by Hipps, include answers to the following:

What does Hipps 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 13th

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 is due, students are to bring two questions from the book which will be used as a quiz to focus discussion. These questions are to be turned in at the beginning of class on the day the book is due.

Books due:

Ewert- 7 February

Palmer- 14 February

Dyksra- 28 February

Hipps- 27 March (see assignment 3)

Heath and Heath- 1 May

5. Ministry Forum

In lieu of class, students are required to attend, and write a one page response, to the FPU Ministry Forum with Donald Miller on April 17th. Class the following week will be canceled to compensate for the additional hours this represents. Costs for the forum will be discussed in class.

6. 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 and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies; but all exceptions must be approved by the faculty member and the Academic Dean.

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%
Hipps critique	100	20%
Class participation/quizzes	50	10%
Miller response	25	5%
Reading/Questions	<u>25</u>	<u>5%</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 (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading templates, 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 your professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

Confidentiality

Students who wish to have their assignment results be more confidential may submit the assignment in an envelope. The instructor will then return the assignment in the same envelope.