

*Gordon-Conwell Theological Seminary- Charlotte*

**Course Syllabus**

*Teaching the Transforming Word: Facilitating Learning that Changes Lives*

A BibleJourney Course

The Bible is a life-changing book, but people won't experience its dynamic power unless they understand it and apply it faithfully to their lives. This requires effective teaching that changes interested learners into passionate Christ-followers who understand and love His Word.

*Teaching the Transforming Word* is a motivational and practical course that prepares people to teach the Scripture for life change. This is a three-hour credit course presented in two modules. Module One will be taught on September 12, 19, 26 and December 12. Class will be conducted from 7:00 – 9:00 p.m. An additional 3-hour coaching session will be scheduled on October 29, a Saturday morning, from 9:00 a.m. until noon.

Module Two will be taught in the spring of 2012. Dates still are to be determined. The course will use classroom, online, and project-based learning to improve teaching skills.

**Contact Information**

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**Course Text Books**

**Reading is a critical part of the learning experience. All students (audit or credit) should read the following books during the semester.**

Melick, R. and Melick, S., *Teaching That Transforms*. Nashville: Broadman and Holman, 2010.

Yount, W., *Called to Teach*. Nashville: B&H Publishing, 1999.

### **Online Learning Components**

**Some of the course content, support and assignments will require that students be able to access the online resources in the SAKAI learning management system created for this course. All students need to have a computer with Internet access. An orientation session will be included to help students become familiar with the SAKAI site and its features.**

**There will be two online lessons developed for students to take. One (*Framing the Big Idea*) will be required of all students and the second one will be for extra credit (*Learning Theories*).**

### **Teaching Support Groups**

Students will be asked to participate in a small group (5-6) of other students to meet with their instructional coach and provide support and feedback to other students. Groups will be formed the first night of class.

### **Module One (Preparing to Teach)**

#### **Course Learning Outcomes**

This course is designed to prepare students to effectively teach the Bible in churches and other ministry or Bible study situations. Module One will focus on developing the needed knowledge and skills to effectively plan and develop bible courses and classes that help learners grow in their understanding of the Bible and their relationship with God. Students who diligently complete all the assignments and attend all learning sessions are expected to obtain the following outcomes:

1. Students should be able to express a theology of biblical transformation that includes key scriptures and core concepts from the Bible plus an appreciation for the spiritual dynamics of teaching.
2. Students should understand their optimal role in the teaching-learning process and how to structure educational situations based upon this self-awareness
3. Students should be able to identify the four elements of a situational audit, conduct one for a proposed teaching project or class and integrate the outcomes into a specific Bible learning situation.
4. Students should be able to determine and express the Big Idea of a biblical book or passage of Scripture

5. Students should be able to develop meaningful learning outcomes for a bible study class and/or course based upon the Big Idea.
6. Students should be able to use various active learning methods to enable learners to achieve the learning outcomes.
7. Students should be able to assess and evaluate learning achieved through a bible class or program.
8. Students should be able to reproduce one of the proposed models for formatting a class session and structure a Bible class from it.
9. Students should be able to identify and use principles from at least four educational theories to augment and support course design for optimal learning. (Optional)

### **Learning Assignments**

This course is developed with the assumption that effective learning is active learning. All students, whether they are auditing or taking the course for credit, will be asked to complete the learning assignments in order to maximize their learning. Course instructors will provide support and coaching to help every student complete the assignments. All assignments will be due on the final day of the class, December 12, 2011. **Students taking the course for credit (1.5 hours) will be graded on the basis of the following assignments.**

#### **1. Course Reading (20 points)**

Read both assigned text books in their entirety. Students taking course for credit should submit a short reading report (1-2 pages) for each book providing a short summary of key ideas they have gleaned from each book. Students will receive 10 points for each book completed for a total of 20 points.

#### **2. Online Reflection Journal (30 Points)**

Students should keep a reflective journal by writing a “blog” that will be posted on the SAKAI site. This blog should have at least 15 entries submitted during the semester. These reflections will provide a narrative of each student’s reflections upon their course readings and their progress regarding various elements of the Bible Teaching Project (See below). A written guide will be provided to help students in developing their blogs. Students will be encouraged to read the posting of other students and make suitable comments.

#### **3. Bible Teaching Project (150 Points)**

The major emphasis of this module is the development of well-conceived bible classes that promote learning and life-changing spiritual growth through effective educational design and dependence upon the presence of the Holy Spirit. To practice the various teaching models and principles taught in the class and text books, students will develop plans for teaching a section of the Bible. Students who are taking the class for credit will have to complete plans for three Bible studies (Auditors – 2). Written

copies of the plans will be submitted on December 12. Students will also give short presentations of their projects at the last class session. Guidelines for the presentations will be given in class time.

Students can develop their projects around an actual class they are teaching or possibly will be teaching. Students who do not have a current opportunity to teach will be asked to develop their project around a simulated scenario.

Each project will provide the following features:

1. Description of the class situation
2. Situational Audit Narrative using the Interpretive Matrix Model (3-4 pages) that identifies the key instructional factors in the class or course and how these factors will influence how the class is taught
3. Identification of what will be taught from the Bible and why
4. Development of the Big Idea of each passage being taught
5. Development of learning outcomes for the course and/or specific classes or sessions
6. Three sample lesson plans should be developed that include:
  - A. Presenting and justifying the Big Idea focus for each class
  - B. Class formatting around the Star Model movements
  - C. Provide learning goals for each of the “movements” within the class sessions
  - D. Identify and explain the use of learning activities within each movement
  - E. Identify and explain the underlying educational principles or theories behind the class design ( at least 3 per lesson plan)
  - F. Explaining how learning will be assessed and evaluated during and after each class session.
  - G. Identify what is discerned as needed spiritual support and direction for each class in terms of transformational elements and challenges

The projects will be assessed in terms of completeness of the projects, clarity and quality of writing and organization, depth and completeness of analysis, and the creativity and insight into the class plans.

### **Learning Theory Module (10 points extra credit)**

Students will have the opportunity during the month of October to complete an online module (SAKAI) that will focus on reviewing key theories of learning from the Melik and Melik textbook. The online

module will be elective for interested students. Up to 10 points extra credit can be earned by participants.

### **Course Grading**

**Students taking the course for credit will be graded based on the following scale.**

180 – 200 points	A-/A+
160 – 179 points	B-/B+
140 – 159 points	C-/C+
120 – 139 points	D-/D+

### **Course Schedule**

**Students should complete the pre-assignments before each class.**

#### **September 11, 2011**

**Topics:** Course introduction, The Ministry of Teaching God's Word, and SAKAI Orientation

**Pre-Assignments:** Read Chapters 1 and 5 in *Teaching that Transforms (TTT)* and Chapter 1 and 10 in *Called to Teach*.

#### **September 18, 2011**

**Topics:** How People Learn, Doing a Situational Audit, and Intro to the Big Idea and the Learning Triangle

**Pre-Assignments:** Read *Called to Teach*, Chapter Six.

#### **September 27, 2011**

**Topics:** The Star Model

**Pre-Assignments:** Read *TTT*, p. 154-273, complete and bring to class Situational Audit Exercise.

#### **October 29, 2011, Saturday Morning Session (9 a.m. – noon)**

**Topics:** Theories of Learning, Learning Activities, and Project Coaching Time

**Pre-Assignments:** Read *TTT*, Chapters 6 and 7. Bring project work to class.

**Online Modules will be available to work on at the student's discretion during the months of October and December**

**December 12, 2011**

Topics: Course Review and Student Project Presentations

Pre-Assignments: Prepare as directed a 20 minute presentation on your course project to share with other students.

### **Selected Bibliography**

Eavey, C. B., *Principles of Teaching for Christian Teachers*. Grand Rapids: Zondervan, 1968.

Fink, L. D., *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass, 2003.

Hendricks, H. and Hendricks, W., *Living by the Book*. Chicago: Moody Press, 1991.

Huba, M. and Freed, J., *Learner-Centered Assessment on College Campuses*. Boston: Allyn and Bacon, 2000.

Lowman, J., *Mastering the Techniques of Teaching*. San Francisco, Jossey-Bass, 1984.

Melick, R. and Melick, S., *Teaching That Transforms*. Nashville: Broadman and Holman, 2010.

Rancace, M. and Gray, P., *Teaching the Bible: Practical Strategies for Classroom Instruction*. Atlanta: SBL, 2005.

Richards, L., O., *Creative Bible Teaching*. Chicago: Moody Press, 1973.

Stott, J., *Between Two Worlds: The Art of Preaching in the Twentieth Century*. Grand Rapids: Eerdmans, 1982.

Wiggins, G. and McTighe, J., *Understanding by Design*. Columbus, Ohio: Pearson, 2006.

Wilhot, J. and Ryken, L., *Effective Bible Teaching*. Grand Rapids: Baker House books, 1988.

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