

## EML103 OL Teaching Process

### I. COURSE DESCRIPTION

A study of spiritual dynamics in effective Bible teaching and principles of learning and teaching, with practice in using creative classroom methods in an actual teaching experience.

### II. COURSE OBJECTIVES

#### A. Cognitive

1. Recognize the components of a big idea in a biblical passage.
2. Explain how to write acceptable lesson aims for a biblical passage.
3. Recognize the components of a well-organized lesson plan.
3. Choose effective activities for various learning situations.

#### B. Affective

1. Appreciate the value of big idea, lesson plans, and creative methods for quality teaching.
2. Appreciate the importance of the affective aim in heart transformation.

#### C. Psychomotor

1. Write one big idea, one cognitive lesson aim, and one affective lesson aim.
2. Design a lesson plan.
3. Teach a biblical passage based on a lesson plan in a class presentation.

### III. COURSE TEXTBOOKS

#### A. Required

Newton, Gary. *Heart-Deep Teaching*. Nashville, TN: B&H Publishing, 2012. (204 pages).

LeFever, Marlene. *Creative Teaching Methods: Be an Effective Christian Teacher*. New Ed. Elgin, IL: Cook, 1997. (305 pages)

Hendricks, Howard. *Teaching to Change Lives*. Sisters, OR: Multnomah, 2003. (176 pages)

#### B. Suggested

Gronlund, Norman E. *Writing Instructional Objectives for Teaching and Assessment*, 7<sup>th</sup> ed. New Jersey: Englewood Cliffs, 2004.

Issler, Klaus, and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*, 2002.

Yount, Rick. *Created to Learn*, Nashville, TN: Broadman & Holman, 2010.

#### IV. COURSE REQUIREMENTS (See Canvas for Due Dates)

##### A. Reading Assignments

1. The student will read the required textbooks:
  - a. *Heart-Deep Teaching*
  - b. *Creative Teaching Methods*
  - c. *Teaching to Change Lives*
2. For each textbook, the student will record a brief video reflection (< 2 minutes) on Canvas describing the five most significant lessons from the textbook that he/she will apply to one's teaching ministry. The five points must be clearly enumerated in the video!

##### B. Writing Assignments

1. Instructors will assign students a biblical passage for their teaching demonstration.
2. Based on the assigned passage, students will submit a PDF-paper on each of the following three assignments:
  - a. **Big Idea**

Students will compose a Big Idea that captures the main point of their assigned passage for their teaching demonstration.
  - b. **Lesson Aims**

Students will compose one set of compound lesson aims (containing both a cognitive domain and an affective domain) for the students' assigned passage for their teaching demonstration.
  - c. **Lesson Plan**

Students will compose a lesson plan for their assigned passage. The students' lesson plan will take into consideration the audience they will address.
3. For each of the three written assignments, students will submit a FIRST draft and a FINAL draft.
4. Instructors will give students feedback as students design their teaching time.
5. Students will edit and submit the final draft based on the Instructor's feedback in the first draft.
6. Students will edit their teaching demonstration according to the Instructor's feedback in the final draft.

##### C. Viewing Assignments

1. **Video Bio Introduction & Meet Fellow Classmates**

Students will make a brief, creative autobiography **VIDEO** to introduce yourself to your classmates. You will view each other's videos and then comment on three other students' video bios.

## 2. Online Lectures

Students will view each module's lecture video series (see Course Schedule for individual lectures). The student will then submit a one to two-minute **VIDEO** reflection on Canvas giving one personal application from viewing that particular module's lecture video series.

## 3. Movies That Teach

Students will view two movies from the following list and record a one to two-minute **VIDEO** reflection on Canvas in the Discussions Thread for each movie describing the contribution of each movie watched to the student's understanding of teaching. The purpose is to look for application in one's ministry context. You will view each other's videos and then comment on three other student's video reflections.

- Dangerous Minds
- The Dead Poets Society
- The Emperor's Club
- The Freedom Writers
- The Great Debaters
- The Ron Clark Story
- Mr. Holland's Opus
- October Sky
- Stand and Deliver
- Music of the Heart

*Note: Please keep in mind that some of the suggested movies may contain scenes and/or language that may be of concern to some. However, the overall themes of the selected movies primarily focus on teaching, and as such are good examples of many of the principles discussed in this class. Students should use discretion and their own personal sensitivities when selecting a movie to view.*

Students who are aware of other movies that have a "teaching" theme may contact the professor for permission to watch them instead.

## D. Teaching Assignment (see Course Schedule in Canvas for due dates)

### 1. Teaching Demonstration

**NOTE: To enroll in the online version of EML103, all students must agree to and sign the "Commitment for Teaching Presentations" contract located in the Intro Module in Canvas. A copy is included at the end of this syllabus for reference.**

Based on the Instructor's passage assignment, students will teach a thirty-minute lesson (based on a lesson plan with a big idea and a clear lesson aim with a cognitive and affective component) in front of a **LIVE** audience (high school age or older in a church classroom or a school classroom) of the student's choosing. This live teaching will need to be videotaped and uploaded to a web platform of the student's choosing (such as YouTube, Vimeo, Google Drive, Dropbox, etc.). Students will then submit a link to their video recording in Canvas. It is the responsibility of the student to secure someone to capture their teaching on video (capturing the teacher, the class members, and any supporting activities), to provide the equipment needed to video record the lesson, and to upload the video to a cloud platform. The grading criteria for the teaching assignment are reflected on the grading rubric in Canvas used by the professor.

Creativity and use of media are expected. In using media, the following guidelines should be followed:

1. The student may choose any presentation technology (such as video, DVDs-CDs, Keynote, PowerPoint, Prezi, etc.).
2. The student should not use copyright-protected materials unless permitted by the Fair Use guidelines.
3. The professor is looking for “created” art, not “found” art.
4. Give the audience more than “word slides.” Make it a “visual” presentation, not a “verbal” one.

## 2. Teaching Evaluation of Peers

In addition to students teaching their own lesson plan, students will also evaluate the teaching of the peers in his/her group. An evaluation rubric will be provided in Canvas.

## V. COURSE SUPPLEMENTAL INFORMATION

### A. Weighing of Course Requirements for Grading

#### Reading Assignments

<i>Heart-Deep Teaching</i>	10%
<i>Creative Teaching Methods</i>	5%
<i>Teaching to Change Lives</i>	5%

#### Written Assignments

Big Idea	5%
Lesson Aims	8%

#### Viewing Assignments

Video Bios & Interaction	5%
Lectures	18%
Movies That Teach Reflection	6%

#### Teaching Assignments

Teaching Presentation (including lesson plan)	30%
Teaching Evaluation of Peers	8%

### B. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C 78-79	D- 70-71	

**C. Discrimination Policy of DTS** – DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

## VI. COURSE SCHEDULE

See Canvas for the Course Schedule.

## **EML103 OL Teaching Process**

### **Commitment for Teaching Presentations**

Every student enrolled in *EML103 OL Teaching Process* must be able to affirm the following stipulations in order to continue in the online section of the course. A quiz will be administered in the Intro to the Course module where you will indicate your commitment to meet and fulfill all requirements.

Following are the basic requirements for your teaching demonstration.

\_\_\_\_\_ I will have a minimum of 12 non-relative students ages 18 and above present in my class.

\_\_\_\_\_ My classroom setting will be at a school, church, or other suitable venue.

\_\_\_\_\_ I will ensure that the classroom has adequate lighting.

\_\_\_\_\_ My teaching will be recorded in a quality video format (mp4) at a minimum resolution of 780p SD.

\_\_\_\_\_ My teaching will be recorded using a tripod or other stabilizing device and will NOT be a hand-held device.

\_\_\_\_\_ My recording will capture all students in the video when speaking or being addressed by me (you may need to designate a camera operator).

\_\_\_\_\_ My recording will clearly capture my presentation slides (PowerPoint, Keynote, Prezi), videos, teaching aids, and/or props.

\_\_\_\_\_ My teaching will be recorded with a quality sound system that enables both the speaker and the students to be clearly heard and understood.

Student's Name \_\_\_\_\_  
Print Your Name

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_