



CEEF 62110 (Hybrid) Teaching Practicum
New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2020

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Adjunct Faculty

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Mobile: (678) 361-7744 (cell) from 9 a.m. to 9 p.m.

Classes Meet Mondays: 1/27, 2/10, 2/24, 3/9, 3/23, 4/6, 4/20, 5/4 TIME:9:30 – 11:20 AM
CIV from NGA to SGA, PEN, and JAX

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Purpose of the Course

The purpose of this course is to challenge the student to explore various teaching and learning principles, develop teaching plans, and conduct teaching presentations and evaluation. The student will be provided opportunities to develop and enhance skills in accurately interpreting and clearly communicating the Bible in conformity with foundational principles of teaching and learning through educational ministry in the local church.

Core Value Focus

The seminary has five core values:

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

Biblical Exposition: to interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

This course will address the following curriculum competencies:

1. *Biblical Exposition:* Students will explore biblical foundations and rationale for teaching ministry in the local church.
2. *Disciple Making:* Students will examine educational issues that play a significant role in the development of faith.
3. *Interpersonal Skills:* Students will develop or improve the skills necessary for communicating well with church members, volunteers, staff, and the church body as a whole.
4. *Spiritual and Character Formation:* Course content will help students address their own spiritual and developmental needs in areas related to teaching.

Course Description

This course involves the development and presentation of teaching plans by the members of the class as well as the video-recording and evaluation of presentations for the purpose of critical analysis of lesson content and objectives, teacher and student learning styles, audience-appropriate methods, and the teaching-learning outcomes. **Prerequisite: CEEF6310 Teaching the Bible.**

Student Learning Outcomes

Upon completion of the course, the student will be able to:

Cognitive

- Be able to apply your knowledge and comprehension of various teaching and learning principles with the biblical model of instruction as exemplified by Jesus Himself to provide a foundation for the practice of Christian education in the church.

Affective

- Value the use of various methodologies to teach the Bible in the local church ministry and value the role of the Holy Spirit in planning, development, and delivery of teaching

plans.

Psychomotor

- Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1999.

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004. (ISBN: 978-0-7814-5256-4)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

Recommended Readings

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010 (ISBN: 978-080544856-6)

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005.

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992. (ISBN: 987-1590524527)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998. (ISBN: 0-8054-1199-2)

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)

Course Teaching Methodology

Units of Study

The topics of study that will be covered in the course are as follows: the teaching-learning experience, learning domains, learning objectives, teaching methods, Bible teaching, and teaching evaluation and improvement.

Teaching Method

This course will emphasize active learning, project-based learning, and interactive discussion with the goal of providing balanced instruction to engage the mind, the will and the emotion of the students. You will be responsible for producing teaching presentations and providing constructive feedback of teaching methods and lesson delivery of classmates.

Delivery Format

The course will be delivered in classroom and by CIV.

Assignments and Evaluation Criteria

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on the due date.

1. Textbook Reading (15%)

Due: Weekly

Students will read the required texts by following the weekly reading schedule. Completion of reading each week is intended to improve understanding of course content and enhance classroom participation. You will be asked to indicate your reading percentage of the required text at the end of the term. **Textbook Reading Verification will be conducted via Blackboard at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcomes.*

2. Classroom Participation (15%)

Weekly

You will be presented with questions pertaining to learning units in which you will have to respond and interact with the professor and your classmates. A substantive response should be concise and may include, but not limited to the following: a reflection or personal example on a concept from readings, a different perspective on a topic, a quote from another source that relates to the topic, an experience you had in a ministry that relates to the topic. *This assignment is related to the Psychomotor Student Learning Outcomes.*

3. Teaching Methods Handouts: (10%)

Due: February 10

Students will locate and read an article or an educational website for **three** of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) lecture, and/or (e) a *method of your choice*. You will create a **one-page handout for each of the three methods**. (You may create the handouts in **one** 3-page document)

Each handout should include:

- Using this teaching method – what is the role of the teacher, the role of the student, and what subject matter or content is “most appropriate”?
- Benefits of the teaching method?
- Limitations, dangers, and/or problems of the teaching method?

- Explain how the teaching method is used in respect to each age level (preschool, children, youth, and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. *This assignment is related to the Cognitive Student Learning Outcome.*

4. Micro Teach (20%)

Due February 24

You will conduct micro-teach (10-15 minutes) of a biblical passage. The lesson plan must be an original plan created by the student. The micro-teach lesson must consist of:

- a. an opening activity
- b. reading the scripture passage
- c. one learning method/activity
- d. a closing activity.

The Bible teaching sessions will take place in the classroom. Student must submit a copy of your teaching plan. *This assignment is related to the Psychomotor Student Learning Outcome.*

5. Micro Teach Reflection Paper (5%)

Due March 9

Students will review the peer feedback of the assessment tool and write a **2 to 3-page reflection** of the micro-teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

6. Teaching Evaluation Tool Rationale (10%)

Due: March 23

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support for the content and questions of the assessment tool. The document should contain ten paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcomes.*

7. Bible Teaching Session (20%)

(Rough Draft Due March 9)

Due: April 20

Students will conduct a Bible teaching sessions during the course. Possible teaching context include: Sunday School class, home group, or seminary classroom. The lesson plan must be an original plan created by the student. The teaching session must occur outside of the regular classroom and **MUST BE RECORDED**, from start to finish, including room set-up, organization of supplies, rehearsal of media technology, etc. **The teaching time must involve a minimum of 35 minutes. A minimum of 5 participants is required.** Student must submit a copy of your teaching plan. We will watch the video recording of your teaching in class for peer review and professor grading. *This assignment is related to the Psychomotor Student Learning Outcome. ** Begin working on scheduling your teaching sessions immediately ***

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. You will need to create a YouTube account and upload the video. When uploading your video to YouTube, select “unlisted” in the options. Do not choose “public” or “private.” Unlisted videos on YouTube can not be found in a search and therefore remain private.

8. Bible Teaching Reflection Paper (5%)

Due: May 4

Students will review the peer feedback of the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

NOTE: PREREQUISITE FOR TAKING THIS COURSE: CEEF6310 Teaching the Bible
You may use one of the lesson plans for your Bible Teaching session.

Evaluation of Grade

The student's grade will be computed as follows:

Teaching Methods Handouts	10%
Textbook Reading	15%
Teaching Evaluation Tool Rationale	10%
Classroom Participation	15%
Micro Teach & Evaluation	25%
Bible Teaching & Evaluation	25%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policies

The following policies will serve to govern both you and the professor for the duration of this course.

Blackboard: You are responsible to check Blackboard for grades, assignments, course documents and announcements. You are responsible for maintaining current information regarding e-mail address on the Blackboard system and Self-Serve. **Blackboard** will be used to communicate with students, collect assignments and grade coursework.

Assignment Submission

Assignments are due on the date indicated in the “Assignments and Evaluation Criteria” section of the syllabus. Assignments not submitted *via Blackboard by the assigned date* are considered *late* and will incur *an initial 10-point penalty* and *accumulate a one-point penalty for each additional day*. No assignments will be accepted more than two weeks after the original due date. *If all course assignments are not received by the final unit, a grade of zero is automatically earned for the missing assignments.* Assignments should **not** be e-mailed to the professor.

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Netiquette: Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other

students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism: A high standard of personal integrity is expected of all 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 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 will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notification via Blackboard.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. The student is responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. Students must do the proper paperwork to ensure that they will not receive a final grade of "F" in the course if they choose not to engage online once they are enrolled in the course.

Student Services: *This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/studentservices, email us at studentservices@nobts.edu, or call the Dean of Students office at [800-662-8701](tel:800-662-8701), ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/studentservices/counselingservices.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/NOBTS)



[INSTAGRAM.COM/NOBTS](https://www.instagram.com/NOBTS)



[FACEBOOK.COM/NOBTS](https://www.facebook.com/NOBTS)

CEE6211 TEACHING PRACTICUM

TEACHING EVALUATION TOOL (INSTRUCTOR)

Student Teacher Name _____ Date ___/___/___ Professor Name _____

Criterion Scale									
1	2	3	4	5	6	7	8	9	10
(Lowest)					(Highest)				

Application

Communication

1. USING LEARNING METHODOLOGY (ACTIVITIES) –

How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?

Comments: _____

2. USING APPROPRIATE LEARNING AIDS –

Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?

Comments: _____

3. PLANNING FOR A PERSONAL APPLICATION –

Was there a definite approach to application of the lesson to life? How could the application been more purposeful?

Comments: _____

4. PLANNING FOR FOLLOW-THROUGH –

Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?

Comments: _____

5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –

Were the aims and objectives achieved?

Comments: _____

6. PRESENTING THE LEARNING AIMS AND LEARNING OBJECTIVES –

To what extent were you aware of the lesson aim or learning objectives? Would you consider these appropriate for this particular subject?

7. CREATING THE LEARNING SITUATION –

How effective was the teacher in gaining attention: Was the transition from the attention pacer (Hook) to the lesson content smooth and purposeful?

Comments: _____

8. TRANSITIONS AND TIME MANAGEMENT –

How did the presenter move from one teaching segment to the next? Was adequate and appropriate amount of time allowed for each activity? Did not exceed or waste the overall teaching time.

Comments: _____

9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –

Did you consider the equipment, room, teaching materials appropriately arranged?

Comments: _____

10. PERSONAL CHARACTERISTICS –

Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?

Comments: _____

~~Please put a score in each box. Any additional comments can be made on the back~~

CEEF6211 Teaching Practicum

Course Schedule

Date	Course Topics	Assignments
Unit 1: Introduction		
1/27	Course introduction; Syllabus Learning Experiences Review of Learning Theory	Review Course Syllabus Read Chapters 1 from <i>Creative Bible Teaching</i> Read Chapters 2-3 from <i>Creative Bible Teaching</i>
Unit 2: Learning Objectives		
2/10	Review of Learning Objectives Instructional Learning Theory Learner Motivation Micro Teach Lesson Template	Read Chapters 6-7 from <i>Creative Bible Teaching</i> Read Chapters 8 from <i>Creative Bible Teaching</i> Read Chapter 9 from <i>Creative Bible Teaching</i>
Unit 3: Teaching Methods		
2/24	Review of Teaching Methods Drama & Role Play: A Teaching Method Micro Teach Session	Read Chapter 1-3 from <i>Creative Teaching Methods</i> Submit Teaching Methods Handouts to Blackboard Read Chapters 4-5 from <i>Creative Teaching Methods</i> Submit Micro Teach Lesson Plan to Blackboard
3/9	Teaching with Games & Stories Review Teaching Evaluation Tool Teaching Plan Evaluations	Read Chapter 7-8 from <i>Creative Teaching Methods</i> Submit Micro Teach Reflection Paper Teaching Plan Rough Draft Due in class

Date	Course Topics	Assignments
3/23	Teaching with Discussion & Case Study Teaching with Music & Art	Read Chapters 9-10 from <i>Creative Teaching Methods</i> Read Chapters 12 & 13 from <i>Creative Teaching Methods</i> Submit Teaching Evaluation Tool Rationale on Blackboard
Unit 4: Teaching the Class		
4/6	Teaching Practicum The Focus of the Lesson Plan Common Practices of Great Teachers	Students choose one teaching activity from the lesson plan to practice teaching the class Read Chapters 10-11 from <i>Creative Bible Teaching</i> Read Chapter 13 from <i>Creative Bible Teaching</i>
4/20	Motivating the Learner Evaluating the Results	Read Chapter 14 from <i>Creative Bible Teaching</i> Read Chapter 19-20 from <i>Creative Bible Teaching</i> Submit Video of Teaching Session to Blackboard Discussion Board
4/20	Teaching Evaluation	Watch and Evaluate teaching videos in class
5/4	Teaching Evaluation	Submit Reading Report on Blackboard

*The professor reserves the right to make changes to the schedule as needed.

Selected Bibliography

- Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.
- Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.
- Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore, MD: Publish America, 2005.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids, MI: Baker Books, 1998.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
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- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
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- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- Palmer, Earl, Roberta Hestenes, and Howard Hendricks. *Mastering Teaching*. Portland, OR: Multnomah Press, 1984.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker, 2001.
- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
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- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- Taulman, James E. *Never Tell Anybody Anything You Can Get Them to Discover for Themselves*. Nashville, TN: Broadman Press, 1990.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
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Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.