

**APPROACHES TO TEACHING BIBLE/
MODELS OF TEACHING (MRE)**

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Office Hours: Tuesday 1:00-3:00

COURSE DESCRIPTION:

What approaches would make people of all ages motivate to learn the Bible today? How can we teach and learn the Bible with joy? How is it possible to teach the Bible to non-churched? Participants in this course will explore and experience various approaches of teaching the Bible in a community, and assess the appropriateness of this teaching for the church, the community we live in, a variety of social and cultural dynamics, and various age levels. Also, the students will be expected to apply Biblical interpretation skills to actual teaching sessions.

COURSE OUTCOMES : At the end of the course the students will be able to

1. Demonstrate knowledge of theories of teaching and learning in teaching Bible
 - Describe the uniqueness of teaching in the church.
 - Describe the ways in which people of all ages learn.
 - Identify at least four different approaches to teaching and learning Bible.
2. Demonstrate ability to gather, select, and present information from readings appropriate to task assigned
3. Demonstrate ability and willingness to use knowledge of professional levels of interaction
 - Demonstrate interpersonal and team skills sufficient to take on a variety roles in a teaching and learning context.
 - Reflect critically on issues that impact teaching the Bible in the church and society today.
 - Design a lesson plan to teach the Bible considering important components for teaching and learning
4. Demonstrate cultural competence in one's own culture and culture of others.
 - Identify various approaches for studying the Bible in people's particular cultural context
 - Demonstrate ability to appropriate teaching and learning methods in people's particular context.
5. Demonstrate teaching and interpreting the Bible skills with familiarity and engagement with a variety of teaching and interpreting approaches

COURSE REQUIREMENTS and EVALUATION CRITERIA:

1. **Active Class Participation:** Students are expected to attend all class sessions, to have read the assigned readings, to contribute to class discussions, as well as to give an effective feedback to classmates who teach as you evaluate the approaches and study Bible passages shared in the teaching sessions. **Evaluative Criteria:** active participation demonstrated through constructive comments, questions and sharing of insights arising from the readings and presentations and respect for others. (10 %)

2. **Critical Reading Report (3-4 pages):** Students are expected to choose and read a book either *Teaching with Joy or Heart –deep Teaching*. And prepare a critical reading report. This paper will critically assess the teaching methods suggested in the book, your new insights from the book, and how the approaches of teaching could be used to teach the Bible effectively in your context. **Due: Jan. 25st.** **Evaluative Criteria:** accurate, critical insights, clear, focused, concise, effective use of appropriate rationale (15 %)

3. **One Learning Evaluation Paper (2-3 pages):** Evaluate a learning experience taught by other group of students.
 - 1) Assess the approach: how the teaching team faithfully applied the chosen approach to teaching.
 - 2) How the teaching team worked together in the teaching session
 - 3) How the team applied all essentials for teaching.**Due Date: Before March 24th.** **Evaluative Criteria:** critical insights, application of the class material, clear and concise thoughts. (10%)

4. **Teaching Session (In class from Feb. 8th to March 22th)**
In a small group (2-3 persons), teaching one session in class followed by an individual written evaluation. This assignment includes:
 - (1) Teaching plan: As a group, producing a written teaching plan created in consultation with professor (due a week before teaching session)
 - (2) Teaching
 - (3) Writing an individual evaluation paper (3-4 pages, due one week after the teaching session) The evaluation should include:
 - a. What are the approach's strengths and weaknesses from a biblical and an educational perspective?
 - b. What did you learn from the process of planning this teaching?
 - c. What did you learn from leading this team teaching?
 - d. What do you consider your strengths in teaching and leadership?
 - e. What do you feel needs further attention?

Evaluative Criteria: familiarity with the approach, use of various and appropriate teaching methods based on the content of the material and the age and culture of the learners, meaningful and effective method of teaching, teaching skills, team work.

- a. peer evaluation (15 %)
 - b. teacher evaluation (20 %)
5. Final Paper (between 8-10 pages): One Creative Teaching the Bible Retreat Plan with one Lesson Plan: Students create a Retreat setting of teaching the Bible (4-5 times), choose a theme, describe objectives of the retreat, choose Bible passages, apply various approaches of teaching the Bible, and apply the material learned in the course. The paper needs to demonstrate application of the class materials (especially the text), the various approaches to teaching the Bible and classroom discussions. **Due: March 29th.** Evaluative Criteria: clear, concise, creative and congruent thought flow from the beginning to the end, application of the class materials, and approaches of teaching the Bible, and writing skills for a lesson plan.(30 %)

Course Website

•Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)

B (73-76)

B- (70-72)

Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD).

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to accept and apply penalties to late assignments, this must be set out clearly here in the course syllabus. Degree students are expected to hand in assignments by the date given in the course outline. For the course 4 points deducted per week late.

OTHER COURSE POLICIES:

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

Email assignments: In principle, papers and assignments are not accepted by email.

TEXTBOOKS

Bracke, John M and Karen B. Tye, *Teaching the Bible in the Church*, St. Louis: Chalice Press, 2003

Choose one from two: Sharon Shelton-Colangelo or Webster, or Seymour below
Shelton-Colangelo, Sharon, Carolina Mancuso, and Mimi Duvall (ed), *Teaching with Joy: Educational Practices for the Twenty-First Century*, Toronto: Rowman & Littlefield Pub. 2007

Newton, Gary, *Heart-deep teaching : engaging students for transformed lives*, Nashville, Tenn. : B & H Academic, 2012.

REQUIRED READING

A book is required for an actual teaching session.
See Bibliography for complete information.

Marcus J. Borg, *Meeting Jesus Again for the First Time*

Harris, Maria. *Teaching & Religious Imagination*

Anne Streaty Wimberly, *Soul Stories: African American Christian Education*

Norvene Vest, *Gathered in the Word*

Walter Wink, *Transforming Bible Study*

Miguel De La Torre, *Reading the Bible from Margins*

Most weeks there will be assigned readings on blackboard.

CLASS SCHEDULE

WEEK 1: January 4

Introduction

“The Role of the Bible in Religious Education Reconsidered: Risks and Challenges in Teaching the Bible” by Pollefeyt, Didier (On Blackboard and e- journal at the library

WEEK 2: January 11

How We Learn

Bracke and Tye, *Teaching the Bible in the Church*, Ch.1

LeFever, *Learning Styles*, Part I, Ch. 1
Larson, *Religious Education and the Brain*, Ch. 10
Armstrong, *Multiple Intelligences in the Classroom*, Ch. 1

WEEK 3: January 18
How We Teach

Bracke and Tye, *Teaching the Bible in the Church*, Ch.2
Melchert, "Perceiving Self-deception in Teaching and Learning" in *Education, Religion and Society: Essays in Honour of John M. Hull* by Dennis Bates(Ed).
Little, *To Set One's Heart*, Ch. 4

WEEK 4: January 25

Where We Teach and Discussion books you read

Bracke and Tye, *Teaching the Bible in the Church*, Ch.3
Wright, Andrew, *Critical Religious Education: Multiculturalism and the Pursuit of Truth*, Part I. Concepts and Context

(Due: Bring your critical reading report to the class)

WEEK 5: February 1

Putting it All Together

Bracke and Tye, *Teaching the Bible in the Church*, Ch.5
Donald Griggs, *Basic Skills for Church Teachers*, Ch.3
Or David Lazear, *Eight Ways of Teaching*, Section II, pp 35-44

WEEK 6: February 8

Group Teaching Session based on

WEEK 7: February 15:

Group Teaching Session based on

WEEK 8: February 22: Reading Week

WEEK 9: March 1

Group Teaching Session based on

WEEK 10: March 8

Group Teaching Session based on

WEEK 11: March 15

Group Teaching Session based on

WEEK 12: March 22

Group Teaching Session based on *Gathered in the Word*

e-journal: Terry A. Veling, “Listening to “The Voices of the Pages” and “Combining the Letters:” Spiritual Practices of Reading and Writing” in

Religious Education, Volume

<http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=102 - v102102>, Issue **2** March 2007 , pages 206 - 222

WEEK 13: March 29

Reflection for the Ending and the Beginning

e-journal: Anne E. Streaty Wimberly, “The Privilege of Teaching” in Religious Education, Volume

<http://www.informaworld.com.myaccess.library.utoronto.ca/smpp/title~db=all~content=713775204~tab=issueslist~branches=102 - v102102>, Issue **4** September 2007 , pages **380 - 385**

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- Bauer, David R., Robert A. Traina, *Inductive Bible study : a comprehensive guide to the practice of hermeneutics*, Grand Rapids, Mich. : Baker Academic, c2011
- Berryman, Jerome, *Godly Play: An Imaginative Approach to Religious Education*, Minneapolis: Augsburg, 1995
- Blanks, Andy, *The 7 Best Practices for Teaching Teenagers the Bible*, 2014
- Borg, Marcus J. *Meeting Jesus Again for the First Time*, San Francisco: Harper, 1994.
- Bracke, John M and Karen B. Tye, *Teaching the Bible in the Church*, St. Louis: Chalice Press, 2003
- Bruce, Barbara. *7 Ways of Teaching the Bible to Adults*. Nashville: Abingdon Press, 2000.
- _____, *Triangular teaching: A new way of teaching the Bible to adults*, Colorado Springs, CO: Victor. 2007
- Chism, Keith A. *Christian Education for the African American Community*, Nashville: Discipleship Resources, 1995
- De La Torre, Miguel A., *Reading the bible from the Margins*, New York: Orbis books, 2007
- Dues, Greg, *Enjoying God and Teaching Creatively: insights and ideas for more effective religion classes*, Mystic, CT: Twenty-Third Publications, 1999
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- Galindo, Israel, *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*, Judson Press, 1998
- Gobbel, A. Roger, Gertrude G. Gobbel, and Thomas E. Ridenhour, Sr. *Helping Youth Interpret the Bible*, Atlanta: John Knox Press, 1984
- Grahamann, Bob, *Transforming Bible Study*, Downers Grove: IVP Connect, 2003
- Griggs, Donald L. *Basic Skills for Church Teachers*, Nashville: Abingdon Press, 1985
- Harris, Maria. *Teaching & Religious Imagination*. Harper San Francisco, 1991.
- Hall, Kenneth F. *Bridges to Teaching: A Basic Guide for Teaching in the Church*, 1999
- Hampton, Jim and Rick Edward(ed.), *Worship-Centered Teaching: Guiding Youth to Discover Their Identity in Christ*, 2001.
- Issler, Klaus & Ronald Habermas. *How We Learn*. Grand Rapids: Baker Books, 1994.
- Joyce, Bruce/ Marsha Weil, *Models of Teaching*, Englewood Cliffs: Prentice-Hall, Inc., 1980
- LaHaye, Tim, *How to Study the Bible for Yourself*, Alive Communications Inc. 2006
- Larson, Jerry. *Religious Education and the Brain*. New York: Paulist Press, 1989.
- Lazer, David G. *Eight Ways of Teaching: The Artistry of Teaching with Multiple Intelligences*, 2003
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- LeFever, Marlene D., *Creative Teaching Methods*, Elgin: David C. Cook Publishing Co,

1985

- Little, Sara. *To Set One's Heart*. Atlanta: John Knox Press, 1983.
- Melick, Richard R. and Shera Melick, *TEACHING THAT TRANSFORMS: Facilitating Life Change through Adult Bible Teaching*, B&H Publishing Group, 2010
- Miller, John P. Selia Karsten and others (ed) *Holistic Learning and Spirituality in Education: Breaking New Ground*, New York: State University of New York Press, 2005
- Moore, Mary Elizabeth Mullino, *Teaching as a Sacramental Act*, Cleveland: The Pilgrim Press, 2004
- Nappa, Mike & Amy, *Bore no more! : for every pastor, speaker, teacher : 70 creative ways to involve your audience in unforgettable Bible teaching*, Loveland, Colo. : Group, 1995.
- Newton, Gary, *Heart-deep teaching : engaging students for transformed lives*, Nashville, Tenn. : B & H Academic, 2012.
- Ng, David(ed). *People on the Way*. Valley Forge: Judson Press, 1996.
- Osmer, Richard R. *A Teachable Spirit: Recovering the Teaching Office in the Church*, Westminster: John Knox Press 1990
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- Schultz, Thom and Joan, *Why Nobody Learns Much of Anything at Church: and How to Fix it*, Loveland, Colorado: Group Publisher?, 1996
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- _____, *Discovering Lectio Divina*, Downers Grove, IL: Formation/ IVP Books, 2012
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Articles

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- And others in syllabus