

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

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Office Hours: Tuesday 10:00-12:00

**COURSE DESCRIPTION:**

What approaches to teaching the Bible would motivate people of all ages, backgrounds and cultures to learn from it today? How can we teach and learn the Bible with joy both as an individual, as well as in a group setting? How is it possible to teach the Bible to the non-churched? Participants in this course will explore and experience various approaches to teaching the Bible, and assess the appropriateness of each approach for the church, the community we live in, different age groups and changing social and cultural dynamics. Students will also be expected to apply their 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 the 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 the 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 may arise when teaching the Bible in the church and society today
  - Design a lesson plan to teach the Bible in consideration of important components for teaching and learning
4. Demonstrate cultural competence in one's own culture and those of others
  - Identify various approaches to teaching the Bible in consideration of one's particular cultural context
  - Demonstrate ability to tailor teaching and learning methods that are both appropriate and mindful of one's particular cultural context
5. Demonstrate a variety of applicable skills and approaches to teaching and

interpreting the Bible with familiarity and innovation

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 provide constructive feedback to classmates as you evaluate their chosen approaches and Bible passages in class. Evaluative Criteria: Active participation demonstrated through constructive comments and questions; sharing of insights arising from the readings and presentations. Comments and feedback must demonstrate respect and appropriate levels of engagement at all times. (15%)
2. Critical Reading Report (3-4 pages): Students are expected to read *Culturally Responsive Teaching and the Brain* and submit a critical reading report. This report will critically assess your teaching practice in the church, and how culturally responsive teaching might help facilitate effectiveness of your teaching skills in your own context. **Due: Oct. 8th** Evaluative Criteria: Accurate, critical self-reflection, clear, focused, concise, effective use of appropriate rationale (10%)
3. Learning Evaluation Paper (2-3 pages): Evaluate a learning experience taught by other group of students based on the following
  - a. Assess the approach: How the teaching team faithfully applied the chosen approach to teaching
  - b. Teamwork: How the teaching team worked together in the teaching session
  - c. Application: How the team applied all essentials for teaching**Due Date: Before Nov. 26th.** Evaluative Criteria: Critical observation and assessment, application of the class material and team's approach, clear and concise thinking and writing (10%)
4. Teaching Session (**In class from Oct. 15th to Nov. 26th**)  
In a small group (2-3 students), prepare a teaching session in class followed by an individual written evaluation. This assignment includes:
  - (1) Teaching plan: As a group, produce a written teaching plan created in consultation with professor (due a week before teaching session)
  - (2) Teaching: Innovation, appropriateness, application of knowledge and chosen approach
  - (3) Writing an individual evaluation paper (3-4 pages, due one week after the teaching session). This evaluation paper must include:
    - a. What are the strengths and weaknesses of your chosen approach from a biblical and educational perspective?
    - b. What did you learn from the process of planning the teaching session?
    - c. What did you learn from leading this team teaching?

- d. What do you consider as your strengths in teaching and leadership?
- e. Alternatively what are your weaknesses and how would you address them in the future?

Evaluative Criteria: Familiarity with the approach, faithfulness to 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.  
peer evaluation (15%)  
teacher evaluation (20%)

- 5. Final Paper (8-10 pages): This is application of your learning to help develop strategies to improve your teaching Bible in the church. First, reflect on your teaching experiences and articulate **how you would improve your way of teaching Bible overall (4-5 pages)**. Second, **design a retreat along with one Lesson Plan**. Plan teaching Bible sessions (3-4 times) in a retreat setting of choice; choose an age level of participants, choose a theme, describe objectives of the retreat, choose the Bible passages for each session, apply various approaches of teaching the Bible learned in class, and apply relevant materials discussed and used in assigned readings **(4-5 pages)**. This paper must demonstrate application of class materials (especially the text), various approaches of teaching the Bible, and classroom discussions. Due: Dec. 3rd. Evaluative Criteria: Critical self-reflection, application of your learning to your practice/context, clarity, conciseness, creativity and congruent flow of thought throughout using a theme of choice, application of the class materials, selection/discussion of approaches to teaching the Bible, and writing skills demonstrated in creating a lesson plan (30%)

### Course Website

- **Quercus: <https://q.utoronto.ca/>**

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

### Grading System

- A+ (90-100)**
- A (85-89)**
- A- (80-84)**
- B+ (77-79)**
- B (73-76)**
- B- (70-72)**
- Failure**

*Changes may be made to the TST Grading scale for BD students and Graduate Students. Any revisions will be incorporated into the syllabus given on the first day of class.*

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

### **Late work (BD).**

Basic Degree students are expected to hand in assignments by the date given in the course outline. For each paper 4 points deducted per week late. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

### **Course grades.**

Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

### **Policies**

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto

Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges

[http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **TEXTBOOKS**

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

Hammond, Zaretta L. *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Thousand Oaks: Corwin, 2015

## **REQUIRED READING**

A book is required for an actual teaching session.

See Bibliography for complete information. Most of reading for each week will be posted on Quercus.

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

**Maria Harris, *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***

**Linda M. Goulet and Keith N. Goulet, *Teaching Each Other: Nehinuw Concepts and Indigenous Pedagogies***

Most weeks there will be assigned readings on Quercus.

## **CLASS SCHEDULE**

### **WEEK 1: September 10**

#### **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: September 17**

#### **How We Learn**

#### **A Sample Teaching**

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: September 24**

#### **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: October 1**

**Putting it All Together and Discussion on book we read for Critical Reading Report**

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

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

**WEEK 5: October 8**

**Where We Teach**

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

**WEEK 6: October 15**

**Group Teaching Session based on**

**Reading:** will be posted after selected by the teaching group

**WEEK 7: October 22**

**Reading Week**

**WEEK 8: October 29**

**Group Teaching Session based on**

**Reading:** will be posted after selected by the teaching group

**WEEK 9: November 5**

**Group Teaching Session based on**

**Reading:** will be posted after selected by the teaching group

**WEEK 10: November 12**

**Group Teaching Session based on**

**Reading:** will be posted after selected by the teaching group

**WEEK 11: November 19**

**Group Teaching Session based on**

**Reading:** will be posted after selected by the teaching group

**WEEK 12: November 26**

**Group Teaching Session based on *Gathered in the Word***

**Reading:** will be posted after selected by the teaching group

**Supplementary reading:**

**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: December 3**

**Reflection for the Ending and the Beginning**

**Reading:**

**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**



## **Bibliography for Approaches to Teaching Bible/Models of Teaching**

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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.
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- 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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- Goto, Courtney T. *The Grace of Playing: Pedagogies for Leaning into God's New Creation*, Pickwick Publications, 2016
- Goulet, Linda M. & Keith N. Goulet, *Teaching Each Other: Nehinuw Concepts and Indigenous Pedagogies*, Vancouver: UBC Press, 2014
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- Griggs, Donald L. *Basic Skills for Church Teachers*, Nashville: Abingdon Press, 1985
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- Hammond, Zaretta L. *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Thousand Oaks: Corwin, 2015
- Hampton, Jim and Rick Edward(ed.), *Worship-Centered Teaching: Guiding Youth to Discover Their Identity in Christ*, 2001.
- Hansen, David T. *The Teacher and the World: A Study of Cosmopolitanism as Education*, London and New York: Routledge, 2011
- Harris, Maria. *Teaching & Religious Imagination*. Harper San Francisco, 1991.
- Joyce, Bruce/ Marsha Weil, *Models of Teaching*, Englewood Cliffs: Prentice-Hall, Inc., 1980
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- Larson, Jerry. *Religious Education and the Brain*. New York: Paulist Press, 1989.
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- Intelligences*, 2003
- LeFever, Marlene D. *Learning Styles*. Colorado Springs: David C. Cook Publishing Co. 1995
- LeFever, Marlene D., *Creative Teaching Methods*, Elgin: David C. Cook Publishing Co, 1985
- Linhart, Terry (ed), *Teaching the Next Generations: A Comprehensive Guide for Teaching Christian Formation*, Grand Rapid: Baker Academic, 2016
- Long, Fredrick J.& David R. Bauer, *Method in Teaching Inductive Bible Study-A Practitioner's Handbook: Essays in Honor of Robert A. Traina*, (GlossaHouse Festschrift Series) GlossaHouse, 2019
- Little, Sara. *To Set One's Heart*. Atlanta: John Knox Press, 1983.
- Marzano, Robert J., *The Handbook for the New Art and Science of Teaching (Your Guide to the Marzano Framework for Competency-Based Education and Teaching Methods)* (The New Art and Science of Teaching Book Series), Solution Tree Press, 2018
- Melick, Richard R. and Shera Melick, *Teaching That Transforms: Facilitating Life Change through Adult Bible Teaching*, B&H Publishing Group, 2010
- Minter, Kelly, *Nehemiah - Bible Study Book: A Heart That Can Break* (Living Room), LifeWay Press, 2012
- 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.
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- Parrett, Gary A. and S. Steve Kang, *Teaching Faith, Forming the Faithful: A Biblical Vision for Education in the Church*, Downers Grove: IVP Academic, 2009
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#### Articles

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- Bechtel, Carol M. “Teaching the "strange new world" of the Bible” *Interpretation* 56.4 (Oct 2002): 368-377.
- Mercer, Joyce Ann, “TEACHING THE BIBLE IN CONGREGATIONS: A CONGREGATIONAL STUDIES PEDAGOGY FOR CONTEXTUAL EDUCATION”, *Religious Education*, Vol. 100, No. 3 Summer 2005 ISSN: 0034-4087, DOI: 10.1080/00344080591001979

And others in syllabus

<https://www.bibleactivities.com/>