

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

Instructor: Prof. Nam Soon Song

Tel: 416-978-1884

Email: ns.song@utoronto.ca

Office Hours: Tuesday 1:00-3:00

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. (10%)
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. 3rd.** Evaluative Criteria: Accurate, critical self-reflection, clear, focused, concise, effective use of appropriate rationale (15%)
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. 28th.** 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. 17th to Nov. 28th**)
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): Submit a Retreat Plan with one Lesson Plan. Prepare a Bible teaching plan in a retreat setting of choice (4-5 times); choose a theme, describe objectives of the retreat, choose Bible passages for each session, apply various approaches of teaching the Bible learned in class, and apply relevant materials discussed and used in assigned reading. This paper must demonstrate application of class materials (especially the text), various approaches to teaching the Bible and classroom discussions. **Due: Dec. 5th.** Evaluative Criteria: Clear, concise, creative and congruent thought flow with a theme you chose from the beginning to the end, application of the class materials, 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. Please refer at:

<http://www.accessibility.utoronto.ca>

<http://www.tst.edu/academic/resources-forms/handbooks>

http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

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. 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.

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 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

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

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 blackboard.

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*

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

Most weeks there will be assigned readings on blackboard.

CLASS SCHEDULE

WEEK 1: September 12

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 19

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 26

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 3

Where We Teach and Discussion on book we read for Critical Reading Report

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: October 10

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: October 17

Group Teaching Session based on

Reading: will be posted after selected by the teaching group

WEEK 7: October 24

Reading Week

WEEK 8: October 31

Group Teaching Session based on

Reading: will be posted after selected by the teaching group

WEEK 9: November 7

Group Teaching Session based on

Reading: will be posted after selected by the teaching group

WEEK 10: November 14

Group Teaching Session based on

Reading: will be posted after selected by the teaching group

WEEK 11: November 21

Group Teaching Session based on

Reading: will be posted after selected by the teaching group

WEEK 12: November 28

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 5

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

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- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria: Association for Supervision and Curriculum Development, 1994.
- Bates, Dennis(Ed), Gloria Durka and Frierich Schweitzer, *Education, Religion and Society: Essays in Honour of John M. Hull*, New York: Routledge, 2006
- 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
- 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
- Farmer, Kathleen, “ A Using multimedia resources in Teaching the Bible,” in *Interpretation*, 56.4 (Oct 2002): 387-397
- Galindo, Israel, *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*, Judson Press, 1998
- 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
- Grahamann, Bob, *Transforming Bible Study*, Downers Grove: IVP Connect, 2003
- Griggs, Donald L. *Basic Skills for Church Teachers*, Nashville: Abingdon Press, 1985
- Hall, Kenneth F. *Bridges to Teaching: A Basic Guide for Teaching in the Church*, 1999
- 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 Teaching and the World: A Study of Cosmopolitan as Education*, London and New York: Routledge, 2011
- Harris, Maria. *Teaching & Religious Imagination*. Harper San Francisco, 1991.
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- 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

- 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
- 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
- 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.
- Osmer, Richard R. *A Teachable Spirit: Recovering the Teaching Office in the Church*, Westminster: John Knox Press, 1990
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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
- Pazmino, Robert W. *Basics of Teaching for Christians*, Baker Books, 1998.
- Scheoberlein, Deborah and Suki Sheth, *Mindful Teaching and Teaching Mindfulness: A Guide for Anyone who Teaches anything*, Boston: Wisdom Publication, 2009
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- Schultz, Thom and Joan, *The Dirt on Learning*, Loveland, Colorado: Group Publisher. 1999
- Schultz, Thom and Joan, *Why Nobody Learns Much of Anything at Church: and How to Fix it*, Loveland, Colorado: Group Publisher?, 1996
- Segovia F. Fernando and Mary Ann Tolbert(ed), *Teaching the Bible: The Discourses and Politics of Biblical Pedagogy*, Maryknoll, N.Y.: Orbis Books, 1998
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Articles

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- And others in syllabus