

SYLLABUS

CONTENT

This course is designed as an advanced study and evaluation of theories of teaching/learning. The various theories will be studied in-depth and their component parts (philosophy, teacher, learner, teaching/learning process and subject matter) analyzed thoroughly. The theories will be compared with Biblical principles so the student will be able to develop his/her own theory and practices of teaching/learning.

OBJECTIVES

- A. That the student demonstrate the ability to research Scripture to find principles of teaching/learning.
- B. That the student demonstrate comprehension of various theories of teaching/learning.
- C. That the student demonstrate comprehension of the component parts of the teaching/learning process.
- D. That the student demonstrate the ability to develop a curriculum unit.
- E. That the student demonstrate the ability to write a lesson plan.
- F. That the student develop a Biblical theory of teaching/learning.

TEXTS

Habermas, Ronald and Issler, Klaus. How We Learn. Grand Rapids: Baker Books, 1994.

Tobias, Cynthia U. The Way They Learn. Colorado Springs: Focus on the Family Publishing, 1994.

REQUIREMENTS

- A. To accomplish objectives A, B and C be involved in class sessions and will read the two texts. From the text you will develop 50 principles for helping you write a curriculum.
- B. To accomplish objectives B and C you will choose one of the following educators. You will define that educator's view of teaching/learning (philosophy, view of the teacher, learner, teaching/learning process, and subject matter) in a 5-page summary of your research.

Thomas Aquinas	Johann Pestalozzi	Horace Bushnell
John Amos Comenius	Maria Montessori	John Dewey

Lawrence O. Richards	Edgar Ryerson	August Francke
Martin Luther	Ignatius of Loyola	B. F. Skinner
Jean Rosseau	Carl Rogers	Johann Herbart
Albert Bandura	Friedrich Froebel	Erasmus

- C. To accomplish objectives A and F you will write a 10-page paper on a Biblical understanding of the teaching/learning process as found in the book of Proverbs. Consider the five areas (philosophy, teacher learner, teaching/learning process and subject matter.)

D. COLLEGE

To accomplish objectives A - F you will write a 15-page paper on your philosophy of education. You should consider the five areas (philosophy, teacher learner, teaching/learning process and subject matter.)

D. SEMINARY

To accomplish objectives D and E you will develop a curriculum unit for the age group of your choice. You may also choose your content. You will follow the ideas presented in class including developing the overview chart, using the HBLT methodology and stating specific aims for each lesson. The unit should be a minimum of nine lessons, with four of the lessons being done in complete detail for a 60-minute class session.

ALL MATERIAL HANDED IN WILL BE TYPEWRITTEN, FOLLOW PROPER FORM AND STAY WITHIN THE ASSIGNED PAGES.

GRADING

Your grade will be figured by 50 points for the reading, 100 points for the character presentation, 100 points for Biblical study and 150 points for the curriculum.

COURSE CONTENT

Introduction to Teaching/Learning
 Theological Framework
 Philosophical Framework
 Curriculum
 Teacher's Characteristics
 Student's Characteristics
 Classroom Management
 Methodology
 Evaluation
 Wrap-up