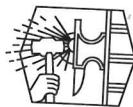


THE APPROACH: RESHAPING OUR TEACHING

6

We have presented a radically different approach to teaching and learning. We have introduced a new approach, a new method, and a whole new skill set.

It is now time to pull together all of our applications from the first five sessions, in order to affect our whole approach to the development of others. In this fast-paced world, it is hard to find time to do any serious reflection. While we have benefited from the exercises in the first five sessions, actually integrating the truths into our lives as a whole takes extra effort. Taken together, they can become a powerful force, bringing about significant change—change designed to turn the world upside down!



Committing Your Heart

REFLECTION, PERSONAL JOURNALING, AND PRAYER

Journaling is an excellent way of reflecting more deeply about the significance of what we have been learning. It forces us to express in words what has entered our hearts. It helps us identify and clarify what the Spirit has been using in the Word to enlighten our hearts, as well as to convict us. Prayer should follow this. We should ask God to permanently transform our hearts, to give us a desire and longing to grow to maturity.

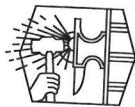
In this section, think back over your work from each of the five previous sessions. What happened in your life because of your work in each session? Record your thoughts and reflect on what you wrote. What new convictions have you developed? What have you seen God begin to do in your life? Are there areas that you wish you had followed through on more fully? What affected you most? What convicted you most? What excited you most? How has your philosophy of teaching changed?

Finally, formulate these thoughts into one main prayer request. If you were to ask God to enable you to teach and lead others effectively with these new skills, how would you ask it? Write the request in a paragraph. Transfer it to a 3x 5-inch card and carry it with you. Pray over it regularly. Over the next few weeks, record, on the back of the card, any ways that you see God answering your prayer.

Your Journal—your thoughts on the importance of this whole new approach, in order to lay foundations in the lives of others:

Prayer Request:

Core Convictions:



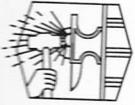
Committing Your Mind

FORMING CLEAR CONVICTIONS AND
MEMORIZING SCRIPTURE

It is essential that we pull together what we have studied—formulating our thoughts into clear convictions. What is the importance of leading in a way that teaches people to think? that teaches them to develop wisdom? Why are these new skills needed? Why is qualitative assessment essential? The answers to these and other questions raised in this guide, are critical to effectively laying foundations in the lives of believers so that they may go on to maturity.

Review the five sessions carefully; then list, in the space below, your personal convictions, backed by Scripture and sound educational research. Finally, choose at least one of these verses to memorize, record it below, and quote it by memory to your study group when you meet. Transfer it to a 3x 5inch card—writing the verse(s) and reference on one side and your insights into the verse(s) on the other side. Review it for about 6 weeks.

Key verse to memorize:



Committing Your Life

DECISIONS, PERSONAL PROJECTS, AND LIFE HABITS

Think back over the "Apply the Principles" section of each of the five sessions. It is one thing to think about specific applications for our lives as we move through each study. It is another thing to think across our whole lives and begin reshaping our life goals and lifestyles by what we are learning. This is a vital part of learning—placing our lives at the center of what God is doing.

Several things are necessary in order to integrate these principles into our lives. First, look back over your "Apply the Principles" sections and your work so far in this session. Are there decisions that you need to make? For example, how can you go about learning all the new skills set forth in this study? What will it take for you to be able to think biblically? to develop a whole new assessing process?

Decisions, personal projects, and life habits:

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GLOSSARY OF KEY BIBLICAL TERMS AND CONCEPTS

The following is a list of important terms that you may have encountered for the first time in your study. Although they are explained in the booklet, it is easy to forget their exact meanings. This glossary can also serve as a catalogue of biblical terms and concepts for future reference.

BIBLICAL THEOLOGY. A theological term used for describing a method of studying the Scriptures that allows Scripture to set its own agenda. Books of the Bible are studied in the order they were written and allowed to set their own categories. These then are built upon one another as the Scripture unfolds, letting it set its own agenda and emphasis.

BLOOM'S TAXONOMY. A research schema that helps us understand how people learn—moving from the mere memorization of facts to true understanding that results in practical wisdom, enabling relevant and creative use of the knowledge learned.

DIDACHE. In the New Testament, it refers to "the teaching" delivered by the Apostles. It is literally the Greek word for "teaching." Synonyms in the New Testament are "the faith," "the teaching," "the deposit," "sound doctrine," and "the traditions."

FIRST PRINCIPLES. Principles that must be learned first before more complicated issues can be grasped. It is impossible to think biblically without learning and practicing the first principles of the faith.

FOLIO/PORTFOLIO. An assessment system that enables the assessment of qualitative elements in an educational or developmental process. The method includes (1) folios—loose collections of artifacts and attestations along the way of the educational process and (2) portfolios—formal presentations of those artifacts and attestations in portfolio form, which are designed to measure qualitatively, the progress and development in an educational process or program.

HABITUS. A pre-enlightenment term used for the orientation of the soul for the purpose of acquiring wisdom, which all men and women need regardless of their station in life. Today this has been replaced with the mastery of academic disciplines.

ORDERED LEARNING. A well-designed path of study of a discipline or an extended subject, which allows for a solid knowledge base to be laid and a serious path to be followed for longterm mastery of the discipline or subject.

LIFELONG LEARNING

This booklet is designed to lay new foundations in your entire approach to Christian education. It carries a new set of skills, and it introduces many of you to a whole new set of ideas. The following books are at the foundation of many of the concepts taught in this booklet. Include them in your reading list over the next few years.

1. "A Distinctive Way of Life," chapter 9 in *Leading Christians to Maturity*, edited by John Blattner (Creation House, 1997).

A simple but profound article that opens up the whole idea of the didache and its role in the pastoral care and training of believers. Seminal.

2. "The Conduct of Seminars," chapter one in *The Paideia Program: An Educational Syllabus*, by Mortimer J. Adler (MacMillan, 1984).

Adler has brought to the forefront the idea of using the Socratic method in education. This article gives a set of guidelines for conducting Socratic discussions.

3. *Experiential Learning: A New Approach*, edited by Lewis Jackson and Rosemary Caffarella (Summer, 1994, JosseyBass). Part of the *New Directions for Adult and Continuing Education* series.

This little booklet opens the door to the world of portfolios in a way that shows their value in shaping an entire educational program. It is an excellent text dealing withfolios and portfolios and establishing the divisions of artifacts and attestations. This is very practical and primary research, which are rare to find in the same book.

4. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, edited by Lorin W. Anderson and David R. Krathwohl (Longman, 2001).

This is a revision of the classic Bloom's taxonomy original research project. Even though it is theoretical research, it is practically written so one can learn the discipline of the taxonomy. It is a tough read though.

QUALITATIVE ASSESSMENT. Assessment that focuses on "harder to measure" elements of educational development and progress. Competencies, practical wisdom, and character, for example, are fundamentally different from quantitative elements of assessment, such as attendance, courses completed, degrees attained, etc.

SOCRATIC DISCUSSIONS. Hovering around a key truth in discussion long enough to begin to grasp the implications of the truth in life, leading to a firm grasp of the idea.

SOCRATIC METHOD. A method of discussion in which a skilled teacher leads a group of genuine learners in reflecting on a subject for an extended period of time, seeking to grasp its significance and gaining insight into its implications for life today.