



### Class Objectives

- To become aware of the differing traits of chronically anxious systems and calm systems.
- To use questions in order to evaluate systems and one's role in the system.

### Key Terms:

- Interests
- Stakeholders
- Power
- Systems
- Differentiation
- Anxiety
- Process

### Pre-lesson Recommended Reading:

- Chapters 16, 18, 20 of M. Anthony's *Introducing Christian Education*:
  - i. Cannister, Mark W. (2001). *Organizational Models of Christian Education*.
  - ii. Simpson, Mark Edward (2001). *Recruiting, Training, and Motivating Volunteers*.
  - iii. Garland, Ken. (2001). *Legal and Ethical Issues in Ministry*.

### Learning Methods and Models, Part 2

#### I. Field Trip Discussion

#### II. Muddiest Point Discussion

#### III. Resources for Models and Methods

- A. Wilbert, Warren N. 1984. *Strategies for teaching christian adults*. Grand Rapids, Mich.: Baker Book House.

FIGURE 2 Presentation or Expository Types and Exploration or Problem/Learner-Centered Types

Presentation or Expository Types							
Method	Characteristic Features	The Biblical Concern	The Fellowship Concern	Learner Concerns	Skill Dimension Concern	Instructional Concerns	Potential Capacity to Teach Knowledge (1) Skill (2) Attitude (3)
Lecture and speech types	A presentation of information, either live or by means of recording, tape, etc.	Great potential for scholarly attention to salient issues, thorough coverage.	Interaction is restricted through seating patterns and dominant position of speaker.	Limited concern except where speech is tailored specifically for a homogenous grouping.	Restricted to presenting a knowledge base for skills. Not suited to skill development.	Instructional goals achievement restricted. Inner Development limited. Development of coping skills limited.	(1) Excellent (2) Limited (3) Restricted effect; limited and short-range
Demonstration and laboratory types	These presentation types demonstrate an act or procedure. Ultimate intent is for viewer to become a performer.	Wise choice of demonstrable material may assist learners in acquiring Biblical expertise.	Restricted. Good on individual basis, fair to poor for group interaction.	High, to the extent that demonstration or laboratory exercise is within capabilities of learners.	Can be very helpful. High potential for mastery development.	Instructional goals achievement can be high. Inner development limited. Development of coping skills can be fair to good.	(1) Limited (2) Excellent (3) Limited
Panel, forum, and symposium types.	These types feature experts who present information on a given subject to groups.	Can be excellently accommodated. Organized and differentiated aspects of Biblical insight can be contributed by members.	Rather limited because listeners are directed by, and preoccupied with, the panels and their expertise.	Limited to the extent that the topic covers an expressed need at a given time.	Limited. Skills usually remain in possession of gathered experts.	Instructional goals achievement can be high. Inner development limited. Development of coping skills is quite limited.	(1) Excellent (2) Limited (3) Restricted
Programming and contracting types.	These types, along with packaged learning, present completely preorganized information, indicating procedures and expected outcomes.	Might be helpful under special circumstances for certain aspects of Biblical study.	Quite limited. Each learner occupied with personal efforts to proceed toward programmed objectives.	Can be very high depending on assessment of individual learner's ability and status.	Could be very satisfactory. One-to-one checkpoints monitor skill development progression.	Great potential for achievement of instructional goals. Inner development often limited. Development of coping skills is fair.	(1) Very good (2) Fair to good (3) Limited

  

Exploration or Problem/Learner-Centered Types							
Method	Characteristic Features	The Biblical Concern	The Fellowship Concern	Learner Concerns	Skill Dimension Concern	Instructional Concerns	Potential Capacity to Teach Knowledge (1) Skill (2) Attitude (3)
Institute and workshop types.	Under leadership of experts, groups work through problems, projects, or situations to gain directed experience or produce handiwork, research, etc.	Great potential for Biblical expertise, as well as application of product to parish life.	Somewhat limited, though provision for interaction on several levels would enhance fellowship possibilities.	To the extent that common interests prevail, this type has high potential to meet learner needs, objectives.	Excellent. These types are especially well suited to skill sharpening.	Instructional goals achievement is fair to good. Inner development is limited. Development of coping skills is good.	(1) Fair (2) Excellent (3) Fair to good
Seminar types.	Learners have direct and sustained access to experts in charge.	Excellent from a knowledge and insight standpoint. Directed study and research capability into topics or ethical problems on Biblical basis.	Probably weakest in the exploration category, but skillful leadership can modify the situation. Experts should not dominate.	Rather limited. Seminar types organized around stated learner needs or problems are most successful.	Research and organization of data are prime skills, and therefore limit usefulness.	Instructional goals achievement is limited. Inner development is fair to good. Development of coping skills is limited.	(1) Excellent (2) Limited (3) Restricted
Group discussion types	Informal, though directed conversation-type discussions guided by leaders trained in topic areas.	Although the potential is high, achievement usually is not. Goals must be clearly known and diligently pursued.	Very high potential. Usually a situation of low threat. Learners interact frequently.	Potential for individual attention and group concern is high and usually achieved.	Less likely to be achieved unless leaders and learners are intent on achieving skill mastery.	Instructional goals achievement is good. Inner development can be rather high. Development of coping skills is fair to good.	(1) Fair to good (2) Restricted (3) Excellent
Case study and problem solving types.	Feature written or stated problem areas for analyzing, studying, and suggesting remedies or a course of action.	Bible abounds in case-study types and can be used as source for both problem and solution study.	Skillfully led, the fellowship concern is very high. Cooperative efforts build morale.	Dependent on intelligent selection of problems and case studies. Potential great for meeting learner's concerns, needs.	Skills must first be taught, then used in these types. This often frustrates the situation.	Instructional goals achievement is good. Inner development can be excellent. Development of coping skills can be excellent.	(1) Good (2) Good (3) Excellent

W. Wilbert (1984) *Strategies for Teaching Christian Adults.*

Wlodkowski. *Enhancing adult motivation to learn*

Table 2. Six Questions Based on the Time Continuum Model of Motivation as Applied by an Adult Basic Education Instructor.

*Instructional Objective: After two weeks, learners will add and subtract mixed fractions at a 90 percent achievement level.*

<i>Question</i>	<i>When Used</i>	<i>Motivational Strategy</i>	<i>Motivational Theory</i>	<i>Learning Activity or Instructor Behavior</i>
1. What can I do to establish a positive learner attitude for the learning sequence?	1. Beginning of learning sequence	1. Positively confront the possible erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.	1. Rational-Emotive Theory (Ellis)	1. Ask learners how many have heard that fractions are really difficult to do and discuss with them their feelings and expectations.
2. How do I best meet the needs of my learners through this learning sequence?	2. Beginning of learning sequence	2. Reduce or remove components of the learning environment that lead to failure or fear.	2. Safety Needs, Self-Actualization Theory (Maslow)	2. Organize a tutorial assistance plan by which learners who are having difficulty can receive immediate help from the instructor or a fellow learner.
3. What about this learning sequence will continuously stimulate my learners?	3. During main phase of learning sequence	3. Whenever possible, make learner reaction and involvement essential parts of the learning process, that is, problem solving, games, role playing, simulation, and so forth.	3. Equilibration (Piaget)	3. Use games and creative problems to challenge and invite daily learner participation.
4. How is the affective experience and emotional climate for this learning sequence positive for learners?	4. During main phase of learning sequence	4. Use a cooperative goal structure to maximize learner involvement and sharing.	4. Cooperative Theory (Deutsch)	4. Have teams of learners solve fraction problems with one member of the team responsible for diagnosing the problem, another responsible for finding the common denominator, another for working it through, and another for checking the answer; alternate roles.
5. How does this learning sequence increase or affirm learner feelings of competence?	5. Ending of learning sequence	5. Provide consistent feedback regarding mastery of learning.	5. Cognitive Evaluation Theory (Deci and Porac)	5. Use answer sheets and diagnostic and formative tests to give feedback and assistance to learners.
6. What is the reinforcement that this learning sequence provides for my learners?	6. Ending of learning sequence	6. When learning has natural consequences, allow them to be congruently evident.	6. Operant Conditioning (Skinner)	6. Construct a "class test" where each learner creates a mixed-fraction word problem for the other learners to solve. Each learner is responsible for checking and, if necessary, helping the other learners to solve the problem.

Raymond J. Wlodkowski (1993) *Enhancing Adult Motivation to Learn*.