

**Lecture Study Guide:**

How to: This course emphasizes growth through process rather than accumulation of information. The following study guide is intended to help enable this process. Towards this end, each lesson in this study guide includes one or more exercises, using various methods, to help you engage the material in a meaningful way. In some cases you will be asked to stop the recording mid-lesson for a brief time, in other cases you will be asked to spend more time after a lesson to complete an exercise. At times you will be asked to gather a small group of people to help you complete an exercise between lessons. This small group work is designed to provide a safe environment for you to try some of the things discussed in the course and to help you process course concepts through different perspectives.

Class Objectives – This class session is designed to help the learner engage in the following goals.

- To recognize that life in Christ is holistic (it involves knowing, being, and doing in Christ).
- To consider the ministry implications of viewing God’s people holistically.
- To explore the concept that educational ministry requires planning, conducting, and evaluation.
- To ponder the question, “What do you need to account for as you plan, conduct, and evaluate educational ministry?”

Key Terms:

- Assumptions
- Methodology
- Know/Be/Do
- Meta-class
- Planning/Conducting/Evaluation
- Risk

Pre-lesson Recommended Reading:

- Chapters 3-4 of M. Anthony's *Introducing Christian Education*:
 - i. Issler, K. *Theological Foundations of Christian Education*.
 - ii. Breckenridge, L. *Cross-cultural Perspectives on Christian Education*.
- Chapter 1 of R. Habermas' *Teaching for Reconciliation*.

Course Overview, Biblical Foundations

I. Introduction:

- A. Topics for the first half of the course
 1. Assumptions about Education
 2. Biblical Foundations
 3. Frameworks
 4. Historical Foundations
 5. Education Theories
 6. Learning Climates
 7. Learning Styles
- B. Descriptions of an advanced organizer
- C. Pro's and con's of an advanced organizer

II. Titus 1&2 and Know/Be/Do:

- A. Contrast between "unfit for doing anything good" and "eager to do what is good."
- B. Knowing/Doing/Being in Christ: There should be no separation.
- C. Attempts to separate know/be/do have negative consequences.

Please **PAUSE** the recording and complete the following **Activity** (1.1).

Think of a recent educational ministry event (Sunday school class, small group, retreat, etc.) of which you were a part. As a result of that educational ministry event:

1. What did the people cognitively learn? (Know)

2. In what ways were people changed towards Christ-likeness? (Be)

3. In what ways were people better equipped and more likely to do something (or not do something)? (Do)

If the ministry event addressed the learners as people who know, be, and do, that's great! However, many ministries often focus on one or two instead of all three. If that describes the ministry you were thinking of:

4. What long-term effects are possible results of not addressing the learners as people who know/be/do?

5. What could be done to address any of the neglected areas (know, be, or do) in this ministry?

6. What do you think could happen if the neglected area(s) were addressed?

III. Meta-Class:

- A. Meta (prefix) – more comprehensive, transcending (e.g. metaphysics) – used with the name of a discipline to designate a new but related discipline that is designated to deal critically with the original one.
- B. Meta-class – an education course that is designed to investigate the field of education as well as deal critically with the educational events taking place during the class itself.

IV. Planning, Conducting, and Evaluating:

- A. Brainstorm.
 - 1. What elements do we need to take account for in planning, conducting, and evaluating educational ministry?
 - 2. Choose a favorite biblical text for support of one of you main ideas.
- B. All three steps (planning, conducting, and evaluating) are essential.
- C. Unfortunately, evaluation is often left out of the process.

V. Jane Vella:

- A. Planning Questions for Educational Design
 - 1. Who?
 - 2. Why? (Why bother? What are the motivations for the event?)

3. Where?
4. What?
5. When?
6. How?
7. What for? (What are the learning objectives?)

B. Difference between why and what for:

1. “Why” – big picture, main goal
2. “What for” – specific learning objectives

VI. Assumptions about Learning:

Please **PAUSE** the recording and complete the following **Activity** (1.2).

Take a few moments to briefly jot down answers to the following questions:

1. What is learning for?
2. What are the risks of learning?
3. Where does learning take place?
4. Who are the stakeholders?
5. What are the stakes?
6. How were your assumptions about learning formed?

VII. Questions for Consideration:

1. What is meta-thinking?
2. What are characteristics of a ‘good’ question?

VIII. Bibliography:

1. Breckenridge, L. (2001). Cross-cultural Perspectives on Christian Education. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (45-52). Grand Rapids, Baker Academic.
2. Habermas, R. (2001). *Teaching for reconciliation: Foundations and practice of Christian educational ministry* (2nd ed.). Eugene, OR: WIPF & Stock Publishers.
3. Issler, K. (2001). Theological Foundations of Christian Education. In M. Anthony (Ed.), *Introducing Christian education: Foundations for the twenty-first century* (35-44). Grand Rapids: Baker Academic.