

Class Objectives

- To build critical thinking skills by naming assumptions implicit in the statements of other educators, as well as by affirming and challenging aspects of those statements.
- To consider the value of helping others to think critically.
- To participate in a classroom assessment technique and to value the use of classroom assessment techniques in educational ministry.
- To explore various frameworks that effective educators develop and work within.
- To experience the need for an educational ministry framework to be founded on, and consistent with, God's revelation in the Bible.

Key Terms:

- classroom assessment techniques (CAT's)
- take-away's
- framework
- creation/fall/redemption/restoration
- God/humanity/creation

Pre-lesson Recommended Reading:

- Chapters 5-6 of Habermas' *Teaching for Reconciliation*.

Biblical & Historical Foundations, Frameworks

I. Critical Reflection on Quotations Concerning Education:

- A. "To teach is to create a space in which obedience to truth is practiced." (Parker Palmer)
- B. "The paradox of learning a really new competence is that a student cannot at first understand what he[sic] needs to learn, can learn it only by educating himself, and can educate himself only

by beginning to do what he does not yet understand.” (Schön 1987,93)

1. assumptions
2. affirmations
3. challenges

C. “Since life means growth, a living creature lives as truly and positively at one state as at another, with the same instinctive fullness and the same absolute claims. Hence education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age.” (Dewey 1961,51)

1. assumptions
2. affirmations
3. challenges

D. “Dewey regards education as the antithesis of indoctrination: the one frees the mind whereas the other binds it.” (Jarvis 1983,5)

E. “Attitudes are caught, not taught. Attitudes are often practiced as skills that have roots in the heart. A popular education honors the fact the new attitudes take time to become fully rooted, and long practice before they are fully integrated into a person's life.” (Vella 1995,31)

II. Classroom Assessment Techniques (CAT's):

A. Background

1. “a big thick book of about 150 of these” (Dr. Chapman is referring to the book, *Classroom assessment techniques: A handbook for college teachers* by Thomas A. Angelo. See recommended reading for publisher information)

2. designed and researched in higher education but now also used in K–12

B. Example of a CAT: Do a take-away in class

1. practice take-away: “We will think about what we just did in class this whole morning up to this point. What is a take-away for you?”
2. meta-reflections about the take-away

C. Benefits of CAT's

1. builds relational safety in the class
2. provides iteration
3. helps the teacher understand the learners' processing

D. Tips for using CAT's, specifically take-away's

1. allow silence and process time
2. do it more than once – people need practice
3. make learning a CAT a learning objective for your class
4. use CAT's in places where you feel like you have been talking too much

III. Biblical Foundations for Educational Frameworks:

A. Mark 12:28-31 – Jesus' summary of a biblical educational framework.

One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?"

"The most important one," answered Jesus, "is this: 'Hear, O Israel, the Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbor as yourself.' There is no commandment greater than these."

1. Jesus points to Scripture
2. Jesus' assumptions about Scripture
3. The *Shema* is about the character of God.
4. One cannot separate the character of God from the commandments of God

B. Other biblical foundations for educational frameworks

1. 2 Timothy 3:16
2. Genesis 1
3. Hebrews 1:1

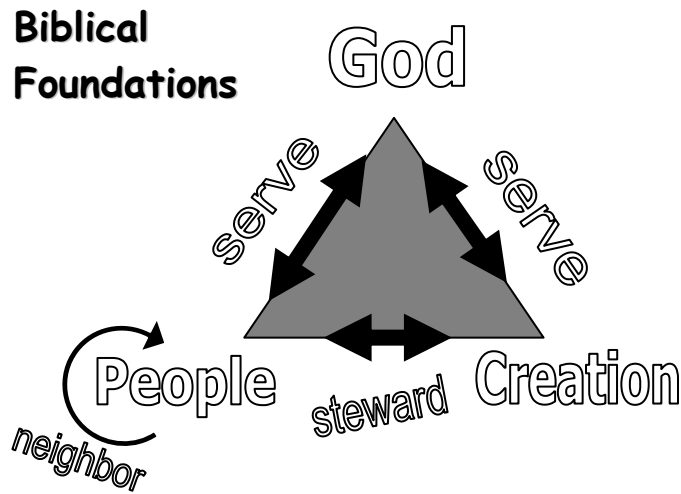
C. Acting as if there is no biblical foundation

1. example: acting as if a non-believer is not made in the image of God
2. knowing in mind, but not with actions
3. act upon the biblical foundations, because God is good for His promises

D. Creation, Fall, Redemption, Restoration

1. meta-narrative
2. danger of consistently emphasizing just part of the narrative

E. Triangle of God, Creation, and Humanity



1. The relationships among God, people, and creation are purposeful.

Please **PAUSE** the recording and complete the following **Activity** (2.1).

Refer to the Biblical Foundations triangle relationships above.

Take a few moments to reflect on the following scripture passages and briefly jot down (1) what each passage says about any of the triangle relationships and (2) one or two implications of each passage for educational ministry:

1. 2 Corinthians 5:17-6:1

2. Colossians 1:19-23

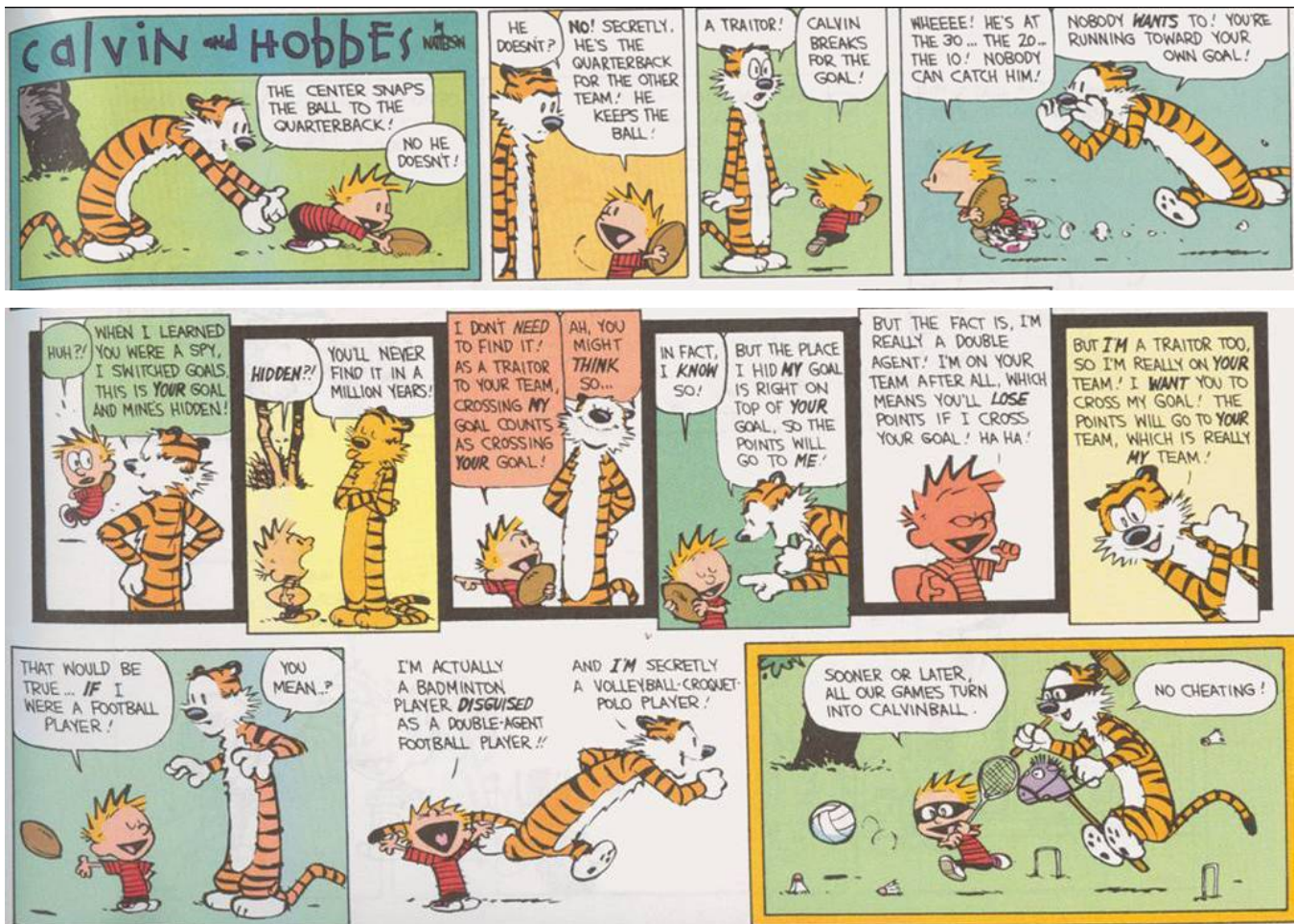
3. Titus 2

4. Matthew 25:31-46

5. Ephesians 4:1-16

6. Deuteronomy 6

- A. A conceptual structure that accounts (artificially) for an individual's or group's assumptions principles and worldview.
- B. Philosophies of Educational Ministry
 - 1. are personal
 - 2. need to be recognized and continually evaluated
 - 3. need to be biblical
- C. Calvinball – a metaphorical example of the need for biblical frameworks



Watterson, Bill. 1992. *Attack of the deranged mutant killer monster snow goons*. Kansas City: Andrews and McMeel. (p. 34)



Watterson, Bill. 1996. *It's a magical world*. Kansas City: Andrews and McMeel. (p. 109)

Please complete the following **Activity** (2.2).

Take a few moments to reflect on Lesson 2 and briefly write down one or two take-away(s).

V. Questions for Consideration:

1. How should scripture be used?

VI. Bibliography:

1. Angelo, Thomas A. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
2. Dewey, John. (1961). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan. Original edition, 1916.
3. Jarvis, Peter. (1983). *Professional education*. London: Croom Helm.
4. Palmer, Parker J. (1993). *To know as we are known: Education as a spiritual journey*. San Francisco: HarperSanFrancisco. Original edition, 1983.
5. Schon, Donald A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
6. Vella, Jane Kathryn. (1995). *Training through dialogue: Promoting effective learning and change with adults*. The Jossey-Bass higher and adult education series. San Francisco: Jossey-Bass.