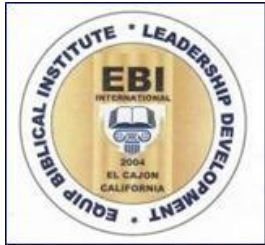


Name _____ Date _____ Course Grade _____



Principles of Teaching

Student Centered Learning



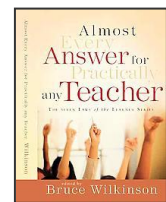
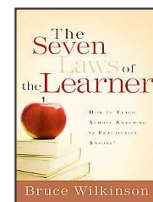
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Course Description

This course focuses on how to teach according to the ways children, youth, and adults learn. Topics include the importance of lifelong learning, high expectations, making application, aiding retention, meeting needs, equipping skills, and asking for a decision. Students will create an action plan for teaching people biblical truth in the ways adults learn best, and teach a lesson that applies the laws of learning.

Required Textbooks

1. The Holy Bible. A translation, such as the New International Version, the New American Standard Version, or the New King James Version is recommended for study.
2. Dr. Bruce H. Wilkinson. *The Seven Laws of the Learner*. Sisters, OR: Multnomah, 1992. 9781590524527
<http://www.bestwebbuys.com/9781590524527>
3. Dr. Bruce H. Wilkinson, ed. *Almost Every Answer for Practically Any Teacher*. Portland, OR: Multnomah, 2005. 9781590524534
<http://www.bestwebbuys.com/9781590524534>



Recommended Resources

4. Dr. Bruce H. Wilkinson. *7 Laws of the Learner* DVD Set. WorldTeach (\$89)
http://worldteachers.com/estore/view_product.php?product=THE6E8KA1
5. Cynthia Ulrich Tobias. *Every Child Can Succeed: Making the Most of Your Child's Learning Style*. Colorado Springs, CO: Focus on the Family, 1999. 9781561797080



Internet Resources

http://www.helpmewithbiblestudy.org/1hi/iA/app1_heartF.htm

Books may be ordered through a local bookstore or on the Internet. To receive the MS Word version of the portfolio email the professor.

Student Requirements

First, successfully complete the **quizzes** in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the **journal** in the Portfolio using the three-step process of observation, interpretation, and application: (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, each session **discuss** the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the **final exam** in the Portfolio. Summarize the seven laws of the learner in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a **group presentation** on one of **The Laws of the Learner Checklist** based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 12

Sixth, teach two 15-minute illustrated lessons (**individual projects**) utilizing **Student-Centered Teaching** (the laws of the learner) on any of the following topics: anger, doubt, envy, evolution, fear, greed, lust, meditation, postmodernism, prayer, relationships, self-esteem, spiritual disciplines, or worry. The individual project can be a sermon manuscript, banner, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, story, timeline, or webpage that incorporates the laws of the learner. This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

Seventh, create a typed **booklet** or **term paper** titled **Action Plan for Teaching to Meet Needs** based on textbooks, online articles, course notes, and other sources to be distributed to parents, Sunday School teachers, and Bible study leaders of the student's church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Week 14

Welcome to the seven laws of the learner—teaching in the ways people learn.

Your mentors in this course are Dr. Bruce Wilkinson and your professors.

Accelerated Transformational Adult Learning

Our mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills through church-based training centers. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. The portfolios are designed to guide students in training themselves to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

The purpose of the **quiz** is to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.

The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Writing down what you are learning and discussing how to apply it makes learning both meaningful and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

The purpose of the **group activity and presentations** is to train you in how to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.

The purpose of the **final exam** is an opportunity to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.

The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

The purpose of the **sermon or individual project** is for students to improve by using their preferred learning strengths and creativity. Students benefit from using their unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in teaching and preaching.

The purpose of the **booklet or term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

Introduction

Teaching Principles

People do not care how much you know until they know how much you care.

Teaching Quotes

A good teacher is like a candle - it consumes itself to light the way for others. --Author Unknown

A man should never be ashamed to own he has been wrong, which is but saying in other words that he is wiser today than he was yesterday. --Alexander Pope

A master teacher adapts to the learning styles of the students rather than expecting the students to adapt to his learning style.

A teacher affects eternity; he can never tell where his influence stops. --Henry Adams

A teacher is one who makes himself progressively unnecessary. --Thomas Carruthers

A teacher needs to communicate to students: (1) That I know you; (2) I care for you; (3) I value you; (4) You can do this; (5) I can add value to your life.

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. --Horace Mann

An excellent plumber is infinitely more admirable than an incompetent philosopher. --John W. Gardner

And if a picture is worth a thousand words, a metaphor is worth a thousand pictures. --Dan Pink

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. --Henry Ford

Application is anchoring the abstract to the concrete.

As a teacher I am primarily a student of the Word of God and of my students.

Avoid the soft bigotry of low standards. Intentions don't have to be cruel for the results to be cruel.

Awaken people's curiosity. It is enough to open minds, do not overload them. Put there just a spark. --Anatole France

Be not angry that you cannot make others as you wish them to be, since you cannot make yourself as you wish to be. --Thomas A. Kempis

Bible study by itself will not produce spirituality. In fact, it will produce carnality if it isn't applied and practiced. --Gene Getz

Blessed is the man who, having nothing to say, abstains from giving us wordy evidence of the fact. --George Eliot (Mary-Ann Evans)

By viewing the old we learn the new. --Chinese Proverb

Camping and retreats are the most effective ministries in the church—think about how and where Jesus taught.

Catch students doing something right.

Christlike character is the ultimate goal of all Christian education. --Rick Warren

Convincing is more powerful than coercion when the goal is life-change.

Do not do anything for a student that a student can do for himself.

Education is a painful, continual and difficult work to be done in kindness, by watching, by warning, by praise, but above all—by example. --John Ruskin

Education should turn out the pupil with something he knows well and something he can do well. --Alfred North Whitehead

Einstein thought creatively in pictures.

Einstein was no Einstein when he was a kid. --Walter Isaacson

Every artist was at first an amateur. --Ralph W. Emerson

Everything should be made as simple as possible, but not simpler. --Albert Einstein

Focus on student strengths, not their weaknesses.

Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime. --Chinese Proverb

God can't bless you if you try to be someone other than who He made you to be.

God's will for every believer is spiritual maturity. --Rick Warren

Good teaching is more a giving of right questions than a giving of right answers. --Josef Albers

Good teaching is one-fourth preparation and three-fourths theater. --Gail Godwin

Great minds discuss ideas; average minds discuss events, small minds discuss people.

He who ceases to learn cannot adequately teach.

How can the teacher's manner fail to be earnest and inspiring when his subject matter is so rich in radiant reality? --John Milton Gregory

I address you as my fellow students. -- Ignatius, Bishop of Antioch

I hear, and I forget. I see, and I remember. I do, and I understand. --Chinese Proverb

I like a teacher who gives you something to Take-home to think about besides homework.

If I had more time, I would have written a shorter letter. --Marcus T. Cicero

If we desire God's best in our lives, then we must realize His best for us includes both our strengths and weaknesses.

If you desire to excel for Christ, you must narrow your choices (Philippians 3:13).

If you do not expect it, you will not find the unexpected, for it is hard to find and difficult. --Heraclitus

If you don't love them, they will know.

If you spend 30 minutes a day reading and 30 minutes reflecting, it will transform your life. --Howard Hendricks

In learning, you only get out of your studies what you put into them.

In the fields of observation, chance favors only the prepared mind. --Louis Pasteur

It is difficult to present an interesting lecture every week. It is easy for a discussion to be interesting.

Good questions are the best way to create an interesting discussion.

It is easier for students not to think when the teacher gives all the answers.

It is important that students bring a certain barefoot irreverence to their studies; they are not here to worship what is known, but to question it. --Jacob Bronowski

It is the supreme art of the teacher to awaken joy in creative expression and knowledge. --Albert Einstein

It is the teacher's mission...by sympathy, by example, and by every means of influence—by objects for the senses, by facts for the intelligence—to excite the mind of the pupils, to stimulate their thoughts....

The greatest of teachers said: "The seed is the word." The true teacher stirs the ground and sows the seed. --John Milton Gregory

It's not what's taught, but what's caught that counts.

It's what you learn after you know it all that counts. --Harry S. Truman

Information tends to be interesting when it has immediate application.

Information without application is deadening.

Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects, which may be held and handled.... Ideas must be rethought, experience must be re-

experienced. --John Milton Gregory

Knowledge is worthless if it is not applied.

Learning is changing your thinking, feeling, and behavior.

Let us discern for ourselves what is right; let us learn together what is good. --Job 34:4 NIV

Listen and ask questions; don't lecture.

Little minds are tamed and subdued by misfortune, but great minds rise above it. --Washington Irving

Make learning interesting through the use of stories.

Many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which

we have a right to look from their efforts. --John Milton Gregory

Master the five overlooked fundamentals and clear communication (1 Thes. 2:3-6).

Men learn while they teach. --Lucius A. Seneca

Most of what we learn, we learn from people.

Most people who read, read too much and reflect too little. --Howard Hendricks

Motivated people motivate people.

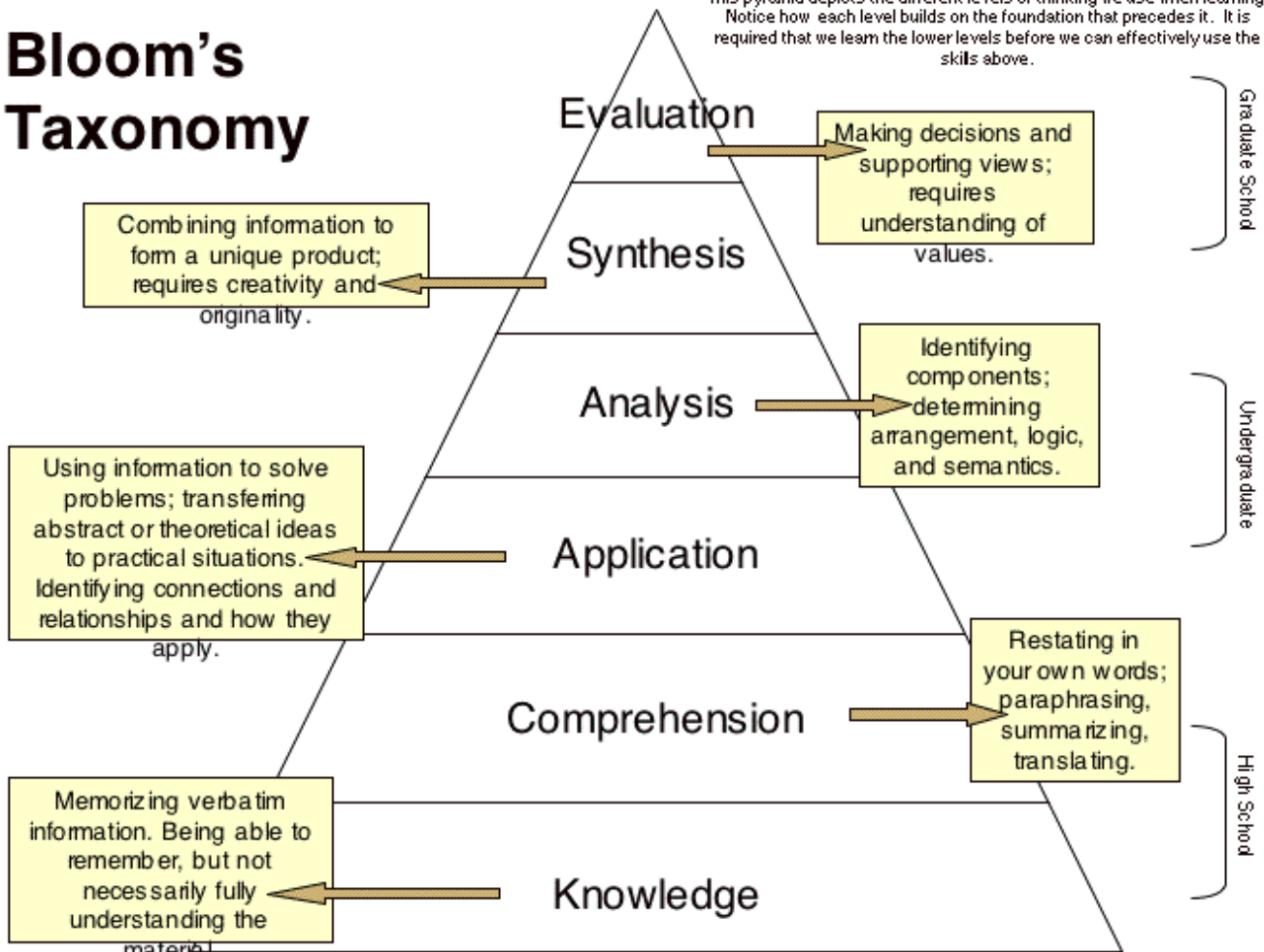
External Links

1. Apologetics <http://www.4truth.net>
2. Baptist Theology <http://www.baptisttheology.org>
3. Bible http://www.bible.org/series.asp?series_id=76
4. Bible Atlas Online <http://anova.org/sev/atlas/html/>
5. Bible Bulletin Board <http://www.biblebb.com/>

6. Bible History <http://www.bible-history.com/>
7. Bible in Pictures <http://www.creationism.org/books/BibleInPictures/>
8. Bible Land Photos <http://bibleplaces.com/>
9. Bible Study Notes by Dr. Thomas Constable of DTS <http://www.soniclight.com/constable/notes.htm>
10. Bible Study Resources www.bible.org
11. Biola <http://www.go2rhcc.com/resources/OTHist/homepage.html>
12. Blue Letter Bible Timeline <http://www.blueletterbible.org/study/parallel/timeline/index.html>
13. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
14. Books of the Bible Daniel Akin – SEBTS <http://www.sebts.edu/president/>
15. Christian Classics Ethereal Library “World Wide Study Bible” <http://www.ccel.org/wwsb/>
16. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
17. E-sword.net Bible study tools <http://www.e-sword.net/>
18. Got OT Questions <http://www.gotquestions.org/Old-Testament-Survey.html>
19. Holy Land Photos <http://www.holylandphotos.org/>
20. Larkin’s Bible Charts <http://members.citynet.net/morton/charts.htm>
21. Names of God <http://www.abu.nb.ca/ecm/topics/theme2.htm>
22. Old Testament Summary http://www.bible.org/series.php?series_id=76
23. Old Testament Gateway <http://www.otgateway.com/>
24. Online Bible links <http://www.onlinebible.net/links.html>
25. Willmington’s Bible Study Library (Theology and Bible Book Summaries)
[http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons Bible Study Library_1_2.htm](http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons%20Bible%20Study%20Library_1_2.htm)

Bloom’s Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



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Instructions

You are beginning one of the most important studies of your life based on the Word of God. Much depends on the effort and dedication you invest in these sessions. Although this course is designed to require three or four hours to complete each session, every minute you spend will increase your understanding of God's will and ways.

To get the most out of the course it is vital that you do the following:

1. Read your **Bible** and the **textbooks** each day.
2. Type answers to the **Quiz Questions** before class in preparation for discussion.
3. Type in your **Journal** brief personal reflections over each session.
4. Prepare for **Group Activities** before class.
5. Work on group presentations, individual projects, and booklets.

Grade and Discuss the Quiz (60 minutes).

Share your answers to the Take-home quiz questions.

Discuss the Journal and Applications (20 minutes)

Share your reflections to the journal questions.

Group Activity and Presentations (40 minutes)

Students learn more by discussing and doing. Explore ways to better teach and apply what you are learning by creating illustrations, charts, drama, role-play, visuals, etc.

I read and I forget.
I see and I remember.
I do and I understand.



Mediation and Application Cards During the course place these on mirrors, in the kitchen, in the car, at work.	
The First Law of the Learner	The Sixth Law of Equipping
The Second Law of Expectation	The Seventh Law of Revival
The Third Law of Application	The Seven Ways People Learn <ol style="list-style-type: none"> 1. Learning with Words 2. Learning with Pictures 3. Learning with Music 4. Learning with Movement 5. Learning with Logic 6. Learning with Interaction 7. Learning with Reflection
The Fourth Law of Retention	The Seven Principles of Good Practice <ol style="list-style-type: none"> 1. Encourage student-teacher interaction. 2. Encourage peer interaction. 3. Encourage active learning. 4. Provide prompt feedback. 5. Emphasize time on task. 6. Communicate high expectations. 7. Respect diverse ways of learning.
The Fifth Law of Need	The Seven Practices for Effective Learning <ol style="list-style-type: none"> 1. Use summative assessments. 2. Show rubrics and samples in advance. 3. Assess before teaching. 4. Offer choices for assignments. 5. Provide feedback early and often. 6. Encourage self-assessment and goal setting. 7. Give greater weight to final assignments.

Session 1: The Seven Laws of the Learner

Name _____ Date _____ Points _____

Prayer**Overview of Syllabus (10 minutes)**

Share samples of individual projects and booklets.

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 30-50 words.

Each question = 5 points. The quiz is worth 50 points.

Writing answers to **quiz** questions is an opportunity to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance. Students learn better together.

1. What are the key ideas in the "Introduction" in *The 7 Laws of the Learner*? (5-10)

2. What are the key ideas in Maxim 1: Teachers are responsible for causing students to learn"? (20-25)

3. What are the key ideas in Maxim 2: Teachers will stand accountable to God for their influence"? (25-26)

4. What are the key ideas in Maxim 3: Teachers are responsible because they control subject, style, and speaker"? (27-29)

5. What are the key ideas in Maxim 4: Teachers should judge their success by the success of their students"? (29-32)

6. What are the key ideas in Maxim 5: Teachers impact more by their character and commitment than by their communication"? (32-34)

7. What are the key ideas in Maxim 6: Teachers exist to serve the students"? (34-36)

8. How did the story of Teddy Stallard impact you? (38)

9. What are the key ideas in an article in chapter 1 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

Writing **journal** reflections is an opportunity to experience transformational life change and develop Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful. Reflection on Christian virtues (sexual purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

1. What is it that you really want to learn in this course? In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to focus on making disciples?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals. The **group activity and presentations** is an opportunity to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual and relational learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. .

6. How did Bruce Wilkerson's attitude of teaching impact you? (71)

7. In your opinion what makes a class boring? What makes a class interesting?

8. How would you summarize a second article in chapter 1 in *Almost Every Answer* that you found most helpful?

9. How would you summarize a third article in chapter 1 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of the learner?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of the learner.

Session 3: The Law of Expectation

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 2.5 points. The quiz is worth 50 points.

1. What did you think about the story of “section two”? “Law two?” (79)
2. How does the “Expectation Mindset” work? (83)
3. Summarize why “expectations exist in everyone about everything all the time.” (91)
4. Summarize why “expectations impact us and others.” (93)
5. Summarize why “expectations are rooted in the past, influence the present, and impact the future.” (95)
6. Summarize why “expectations are exposed through our attitudes and actions.” (97)

7. Summarize why “expectations influence the future, whether stated or unstated.” (99)
8. Summarize why “expectations impair others if set too low or too high for too long.” (101)
9. Summarize why “expectations empower others when guided by love.” (102)
10. How did the story of Bruce Wilkerson and Dr. Hendricks impact you? (105)
11. If you could blossom only three people in your life, who would they be and how would you do it during the next four weeks?
12. How does the expectation method work? (109)
13. How can we “employ opportunities purposefully”? (118)

14. How can we “express expectations creatively”? (121)

15. How can we “pick words precisely”? (125)

16. How did Bruce Wilkerson’s story about Bible Study Methods impact you? (129)

17. In your opinion what are three dreams every person, male or female, has hidden in his or her heart? What do all of us wish would come true about our futures?

18. How would you summarize an article in chapter 2 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of expectations?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of expectations.

Session 4: The Law of Application

Name _____ Date _____ Points _____

Prayer

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 2.5 points. The quiz is worth 50 points.

1. What did you think about Bruce Wilkerson's story of his first car? (137)
2. How does the Application Mindset work? (139)
3. Summarize why "application is the central reason for God's revelation." (146)
4. Summarize why "application is the responsibility of the teacher." (147)
5. Summarize why "application and information should be balanced." (149)
6. Summarize why "application focuses Scripture on the student's needs." (153)

7. Summarize why “application has maximum influence when the student sees its biblical basis.” (154)

8. Summarize why “application that has impacted the teacher tends to impact the student.” (156)

9. Summarize why “application must ultimately lead the student from studying the Bible to obeying the Lord.” (160)

10. How did Bruce Wilkinson’s story about a pastor he taught impact you? (165)

11. How does the “Application Method” work? (166)

12. How can we “personalize” the application? (172)

13. How can we “persuade” the student to apply the truth? (178)

14. How can we “ask God to develop in us an applier’s heart”? (186)

15. How can we “prepare applications in relation to our students’ needs”? (188)

16. How can we “plan all parts of the lesson to contribute to the application”? (189) Correct. (1)

17. How can we “lead our students beyond general applications to specific steps of obedience”? (190)

18. How can we “illustrate the application with Scripture, history, personal experience, and imagination”? (191)

19. How can we “employ an appropriate style when calling for commitment”? (194)

20. How can we “strengthen applications with student accountability”? (196)

21. How did Bruce Wilkerson’s conclusion about Proverbs 29:18 impact you? (198)

22. In your opinion how can it be possible for a person to teach the Bible and yet not “feed the sheep”?

23. How would you summarize an article in chapter 3 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of application?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of application.

Session 5: The Law of Retention

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 5 points. The quiz is worth 50 points.

1. How does the "Retention Mindset" work? (211)
2. Summarize why "retention of facts by the student is the teacher's responsibility." (217)
3. Summarize why "retention of facts is effective only after they are understood." (218)
4. Summarize why "retention increases as the student recognizes the content's relevance." (219)
5. Summarize why "retention requires the teacher to focus on the facts that are most important." (221)
6. Summarize why "retention arranges the facts so they are easy to memorize." (224)

7. Summarize why “retention strengthens long-term memory through regular review.” (226)

8. Summarize why “retention minimizes time for memorization to maximize time for application.” (227)

9. How did the story of Dr. Chafer impact you? (229)

10. Is short-term teaching for exams really teaching? How would you teach differently if you taught for life?

11. How does the “Retention Method” work? (235)

12. What does it mean to make information “Mind-Easy”? (242)

13. How can we learn how to memorize? (247)

14. What does it mean to “Master” the material? (249)

15. How can we maximize retention by “representing the facts in a picture”? (255)

16. How can we maximize retention by “expressing the facts with a story”? (256)

17. How can we maximize retention by “transferring the facts by the alphabet”? (257)

18. How can we maximize retention by “associating the facts with objects and actions”? (259)

19. How can we maximize retention by “impressing the facts with drama”? (260)

20. How can we maximize retention by “summarizing the facts with graphs and charts”? (261)

21. Why do you think so few teachers practice speed-teaching? (265) Why do you wish more teachers would practice speed-teaching?

22. How would you summarize an article in chapter 4 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of retention?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of retention.

Session 6: The Law of Need

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.

Each question = 1.5 points. The quiz is worth 50 points.

1. How did Bruce Wilkerson's story about the worm on the hook impact you? (269)

2. How does the "Need Mindset" work? (272)

3. How can we "seize the attention" of our students. (276)

4. How can we "stir the curiosity" of our students. (277)

5. How can we "stimulate felt needs" and "surface real needs." (280)

6. How can we "satisfy the real needs" of our students. (282)

7. Summarize why “need building is the responsibility of the teacher” (284)

8. Summarize why “need meeting is the teacher’s primary calling.” (286)

9. Summarize why “need building is the teacher’s main method to motivate students.” (294)

10. Summarize why “need motivates to the degree it is felt by the student.” (294)

11. Summarize why “need building always precedes new units of content.” (296)

12. Summarize why “need should be built according to the audience’s characteristics and circumstances.” (298)

13. Summarize why “need building may be hindered by factors beyond the teacher’s control.” (299)

14. How did the conclusion about need-building and the temple of Ezekiel impact you? (303)

15. What are five real needs faced by your students? (306)

16. How did Bruce Wilkerson's story of trout fishing impact you? (307)

17. What are the "direct methods to find the need"? (309)

18. What are the "indirect methods to find the need"? (318)

19. How can we "forecast the need"? (322)

20. How can we lead our students to "feel the need"? (325)

21. How can we "describe the need in a factual presentation"? (328)

22. How can we "express the need through storytelling"? (329)

23. How can we “sensitize the need through drama”? (331)

24. How can we “increase the need through our delivery”? (333)

25. How can we “exhibit the need with a diagram”? (336)

26. How can we “symbolize the need with a picture”? (337)

27. How did Bruce Wilkerson’s conclusion about false concepts impact you? (338)

28. Make a list of what you think are the top ten needs of your people in order of importance.

29. How would you summarize an article in chapter 5 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of need?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of need.

16. In your opinion, how can we move from focusing on content to focusing on character and conduct?

17. How did Bruce Wilkerson's story about needing Sunday school teachers impact you? (380)

18. What is the "Equipping Method"? (384)

19. Why should we "illustrate" a skill"? (386)

20. Why should we "involve" students in actually doing the skill themselves? (387)

21. How can we "improve" the students' newly obtained skills? (388)

22. How can we "inspire" students to continue using their skill? (392)

23. How can we "train our students until they are successful, independent users of the skill"? (396)

24. How can we “reproduce ourselves by focusing on students’ skill, not our style”? (398)
25. How can we “alter equipping according to our students’ characteristics and circumstances”? (399)
26. How can we “increase students’ motivation by relationship, retribution, and reward”? (400)
27. How can we “nail down the basics before developing advanced skills”? (402)
28. How can we “encourage students more frequently during early training”? (403)
29. How can we “reaffirm students’ value independent of their level of performance”? (406)
30. How would you summarize an article in chapter 6 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of equipping?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of equipping.

Session 8: The Law of Revival

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 2 points. The quiz is worth 50 points.

1. What did you think about the Valentine banquet story? (417)
2. What are the Steps of the "Revival Mindset"? (419)
3. Summarize how to "Confront" sin. (421)
4. Summarize why "revival is spiritual restoration and is the spiritual teacher's responsibility." (433)
5. Summarize why "revival is possible only for those who have first experienced the second birth." (438)
6. Summarize why "revival always requires true repentance and the forsaking of known sin." (441)
7. Summarize why "revival always results in seeking and serving Christ with renewed fervency." (443)

8. Summarize why “revival reestablishes life’s proper priorities.” (444)
9. How did Bruce Wilkerson’s conclusion about the Law of Revival impact you? (445)
10. From God’s point of view, what are the major church-wide sins that need to be confessed and set straight before He is free to send revival? (448)
11. How does Step 1: Revelation” work? (451)
12. How does Step 2: Reprove” work? (452)
13. How does Step 3: Repent” work? (455)
14. How does Step 4: Recommit” work? (463)
15. How does Step 5: Restore” work? (466)

16. How can we “realize that revival is needed by most Christians most of the time”? (473)
17. How can we “earnestly seek revival through intense and persistent private and public prayer”? (475)
18. How can we “vary our delivery according to our student’s spiritual response”? (476)
19. How can we “instruct our students in the knowledge and practice of spiritual disciplines”? (477)
20. How can we “verbalize the final call for revival clearly and expectantly”? (478)
21. How can we “anticipate revival to be accompanied by intense spiritual warfare”? (481)
22. How can we “lay ourselves before the Lord as a clean vessel committed to revival”? (482)
23. How did Bruce Wilkerson’s conclusion and this entire book impact you? (483)

24. What can we do to reduce the percentage of those who attend your church but are out of fellowship at this moment? (485)

25. How would you summarize an article in chapter 7 in *Almost Every Answer* that you found most helpful?

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could the church reorganize to better equip members and teachers to implement the law of revival?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role-play, visuals about the law of revival.

Session 9: Final Exam and Group Activity**Final Exam**

Name _____ Date _____ Points _____

Complete this exam in class. Each answer should be 50-75 words.

Each question = 14 points. The exam is worth 100 points.

The **final exam** is an opportunity to put your thoughts together so that you can act on them and experience transformational life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it. Evaluated writing is a key component of learning, communicating, and leading.

1. What is the Law of the Learner—and how does it work?

2. What is the Law of Expectation—and how does it work?

3. What is the Law of Application—and how does it work?

4. What is the Law of Retention—and how does it work?

5. What is the Law of Need—and how does it work?

6. What is the Law of Equipping—and how does it work?

7. What is the Law of Revival—and how does it work?

Journal Reflections (20 minutes)

1. What did God teach you during this course? Why is it important that you obey?

2. How have you applied these concepts to your life, family, and ministry during this course?

3. How could the church better equip members and teachers to implement these laws of teaching for life change?

Group Activity (60 minutes)

Work on group presentations on the Laws of the Learner Checklist.

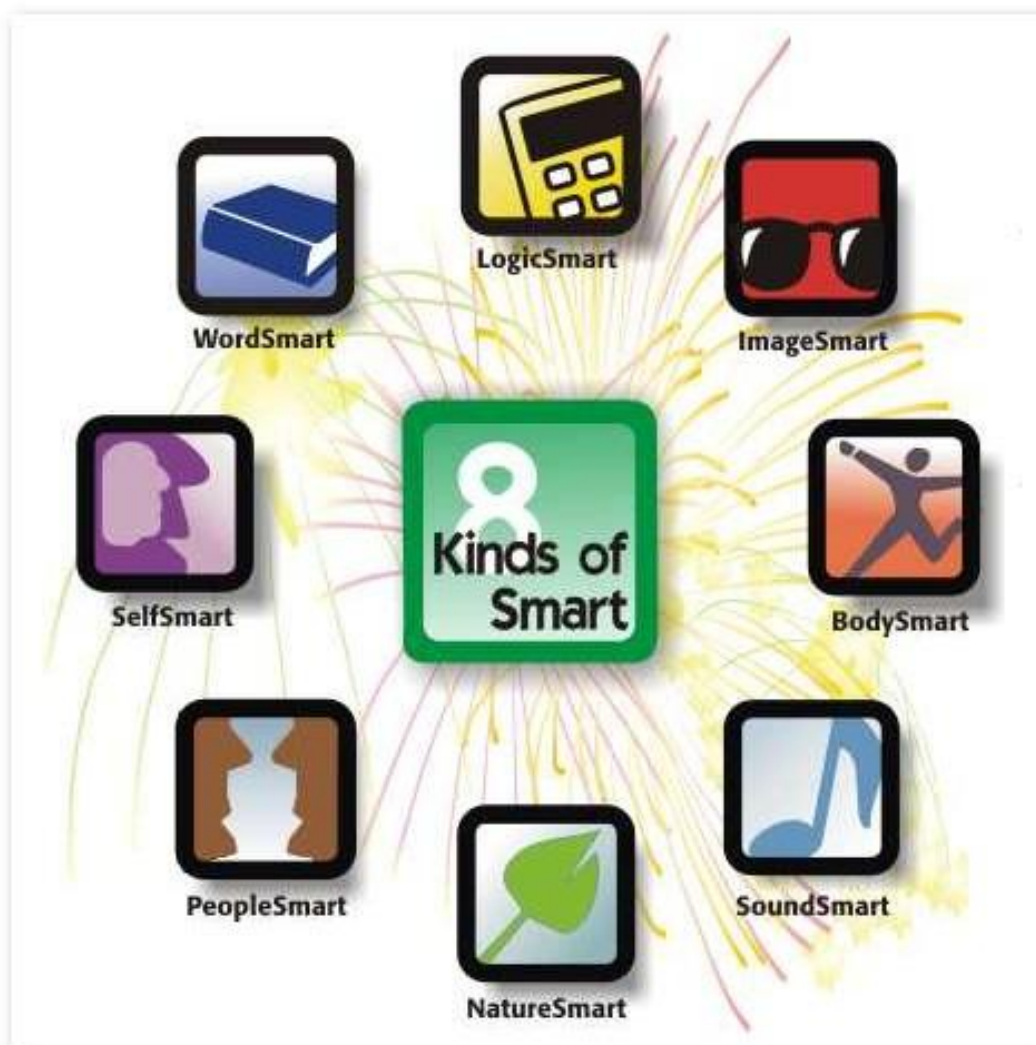
Session 10: Group Presentations

Name _____ Date _____ Points _____

Contribute to a **group presentation** titled **The Laws of the Learner Checklist** based on the textbooks. This group project can be a PowerPoint presentation, dramatic skit, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The **group presentation** is an opportunity for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

Review the following documents:

The Eight Ways People Learn

Seven Principles for Good Practice in Undergraduate Education

<http://crunchie.tedi.uq.edu.au:200/blendedlearning/pdfs/fall1987.pdf>

1. Good Practice encourages student-faculty contact.

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good practice encourages cooperation among students.

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good practice encourages active learning.

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good practice gives prompt feedback.

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good practice emphasizes time on task.

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good practice communicates high expectations.

Expect more and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good practice respects diverse talents and ways of learning.

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in ways that do not come so easily.

Source: Chickering, A.W, and Gamson, Z.F. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin*, 1987, 39(7), 3-7.

The Seven Practices for Effective Learning

<http://www.vatd.org/SevenPracticesforEffectiveLearning.pdf>

http://www.utmb.edu/tstem/resources/Assessment%20Institute/seven_practices.pdf

<http://www.scribd.com/doc/26720404/7-Practice-for-Effective-Learning>

Practice 1: Use summative assessments to frame meaningful performance goals.

Practice 2: Show criteria and models in advance.

Practice 3: Assess before teaching.

Practice 4: Offer appropriate choices.

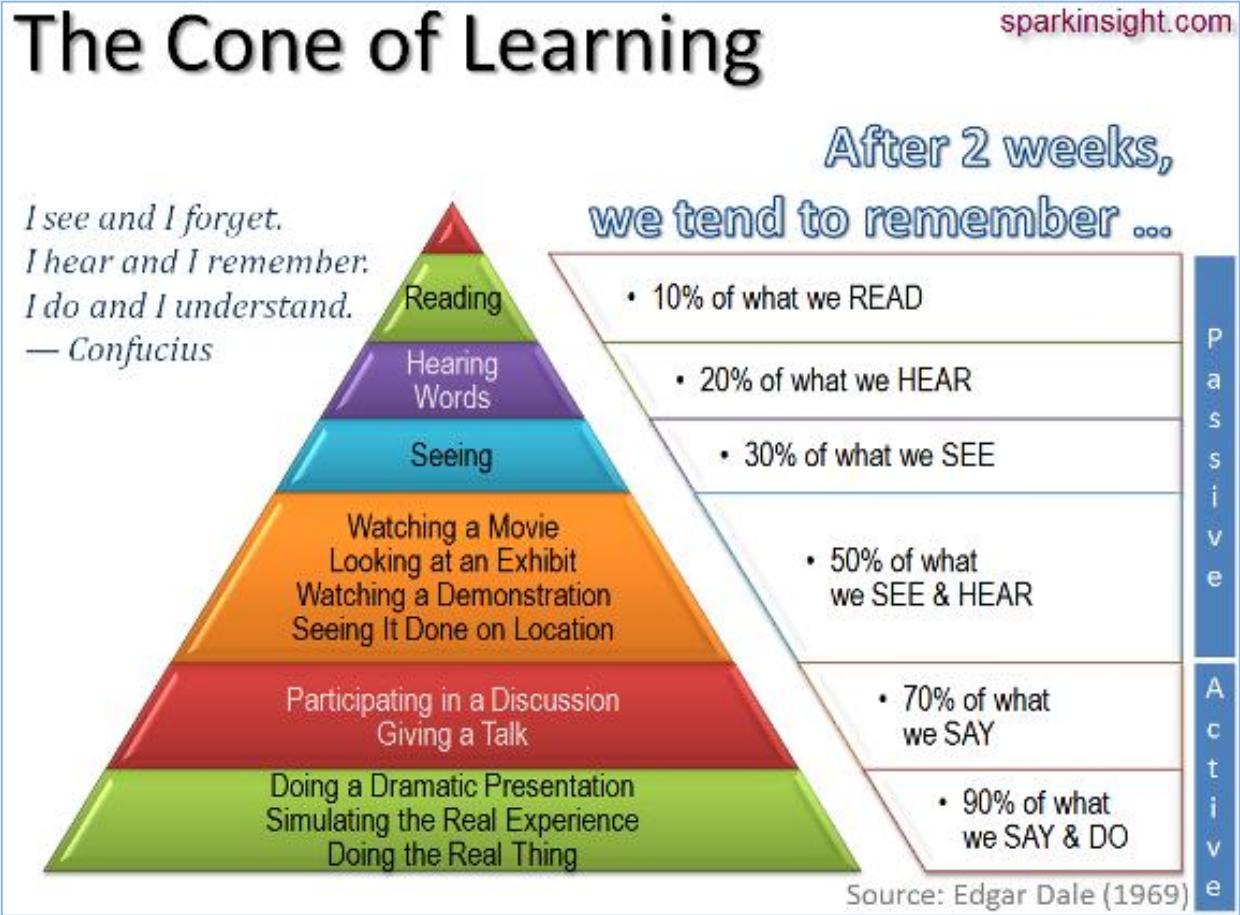
Practice 5: Provide feedback early and often.

Practice 6: Encourage self-assessment and goal setting.

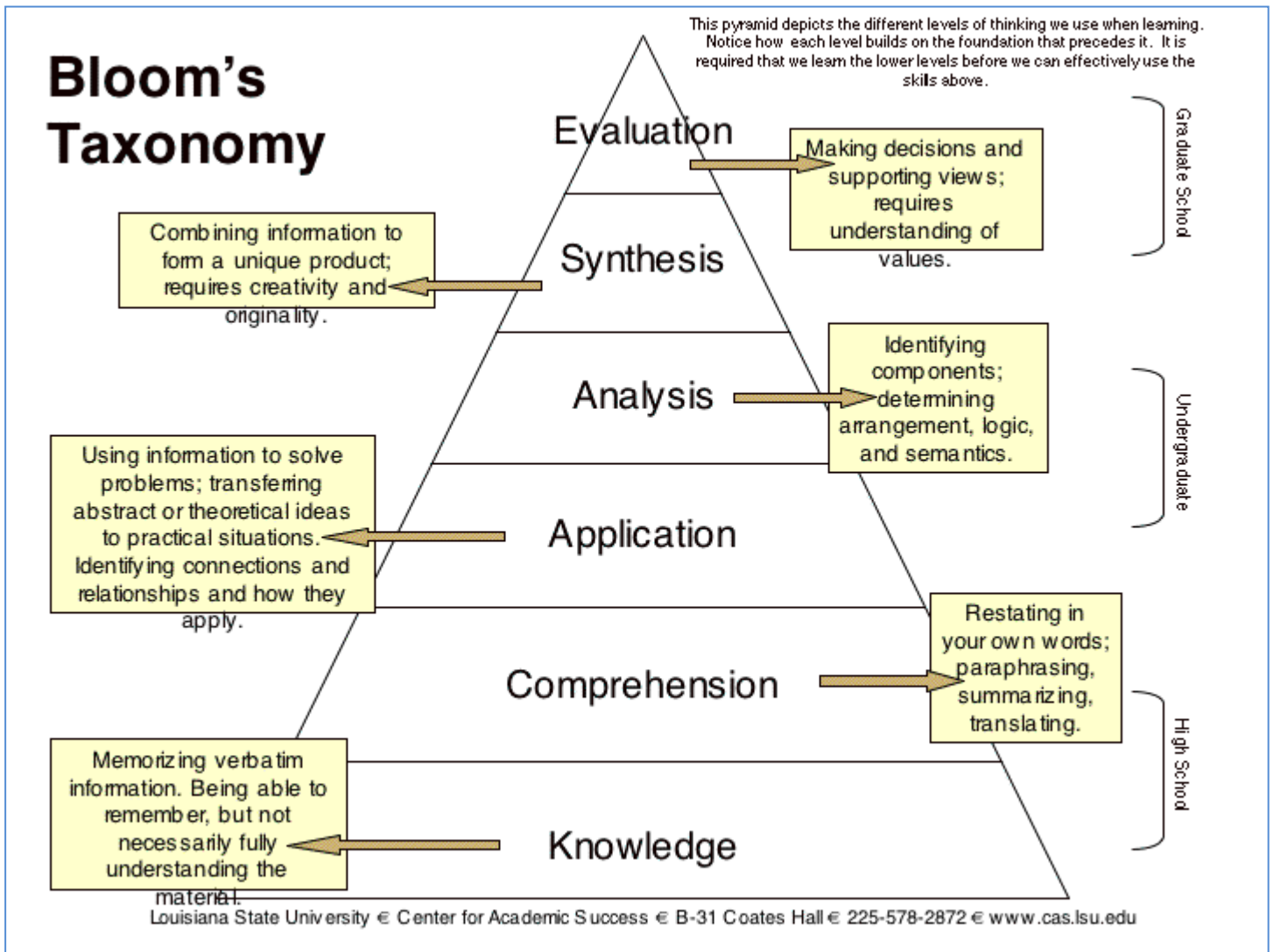
Practice 7: Allow new evidence of achievement to replace old evidence.

The Seven Practices for Effective Learning http://www.vatd.org/SevenPracticesforEffectiveLearning.pdf	
Practice 1	Use summative assessments to frame meaningful performance goals.
Practice 2	Show criteria and multiple models, examples, and samples in advance.
Practice 3	Assess before teaching to determine what students already know.
Practice 4	Offer appropriate choices based on learning strengths and interests.
Practice 5	Provide feedback early and often to individuals and the class as a whole.
Practice 6	Encourage self-assessment and goal setting with rubrics and checklists.
Practice 7	Allow students to correct and resubmit assignments.

The Cone of Learning Retention



The Six Levels of Assessing Learning



Session 11: Individual Presentations

Name _____ Date _____ Points ____

Present a typed **lesson** titled **Learner-Centered Teaching Lesson** based on textbooks, online articles, course notes, and other sources. The individual project can be a chart, an outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation. This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership.

Session 12: Individual Presentations

Name _____ Date _____ Points ____

Present a typed **lesson** titled **Learner-Centered Teaching Lesson** based on textbooks, online articles, course notes, and other sources. The individual project can be a chart, an outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation.

Session 13: Individual Presentations

Name _____ Date _____ Points ____

Present a typed **lesson** titled **Learner-Centered Teaching Lesson** based on textbooks, online articles, course notes, and other sources. The individual project can be a chart, an outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation.

Session 14: Booklet or Term Paper Presentations

Name _____ Date _____ Points ____

Present a typed illustrated **booklet** or **term paper** titled **Action Plan for Teaching to Meet Needs** based on textbooks, online articles, course notes, and other sources for distribution in your church. Be sure to *footnote all the ideas, paraphrases, and direct quotes in your paper*, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The **booklet or term paper** is an opportunity for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to those they minister to in written form. Students benefit from the opportunity to both write and speak in formal settings.

1. What learning activities did you enjoy most about this course? What assignments were most helpful? How did they help you learn?

2. How have you applied what you learned during this course? What difference is it making? How did this course strengthen your relationship with Jesus and His Body—the Church?

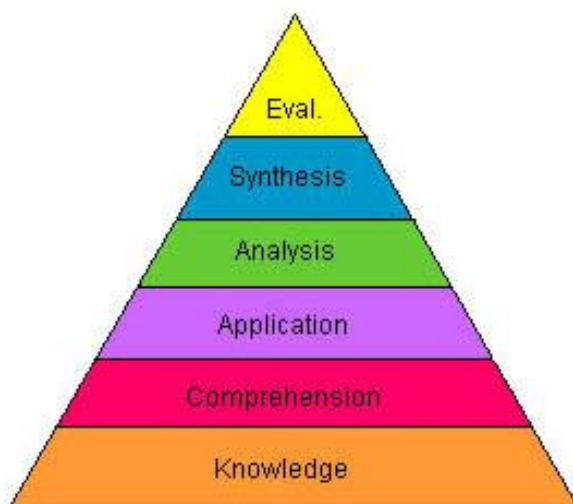
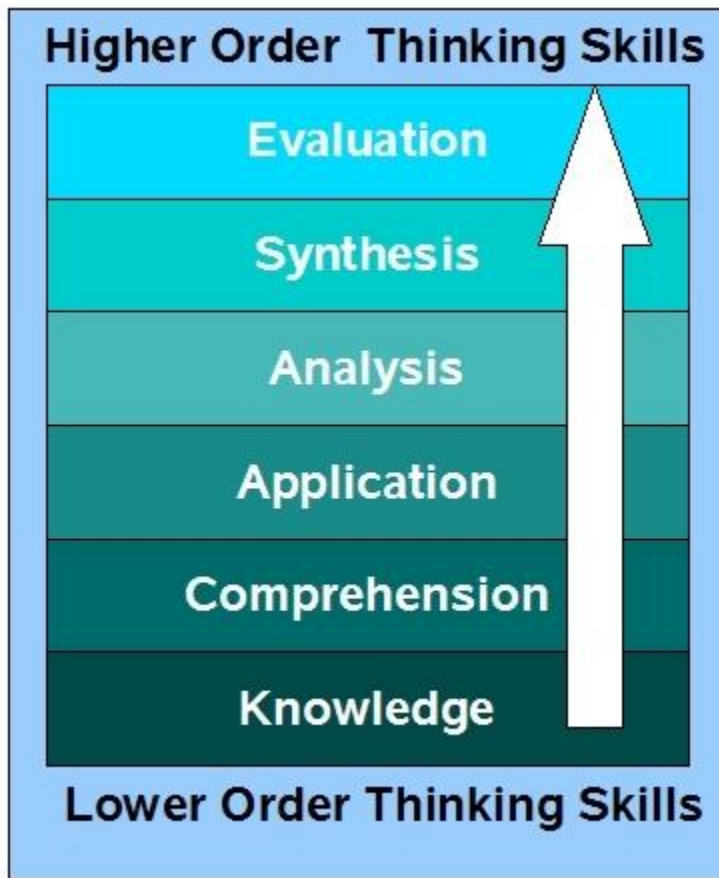
Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

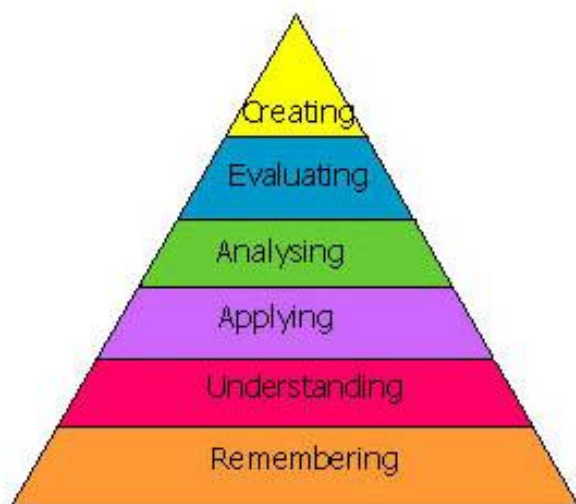
Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be *approved in writing* by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.

Transformational Learning Tip: If you review this portfolio once a year (such as on New Year's Day) as part of a commitment to life change—you will exponentially increase your memory and ability to apply this material to your life, family, and ministry.

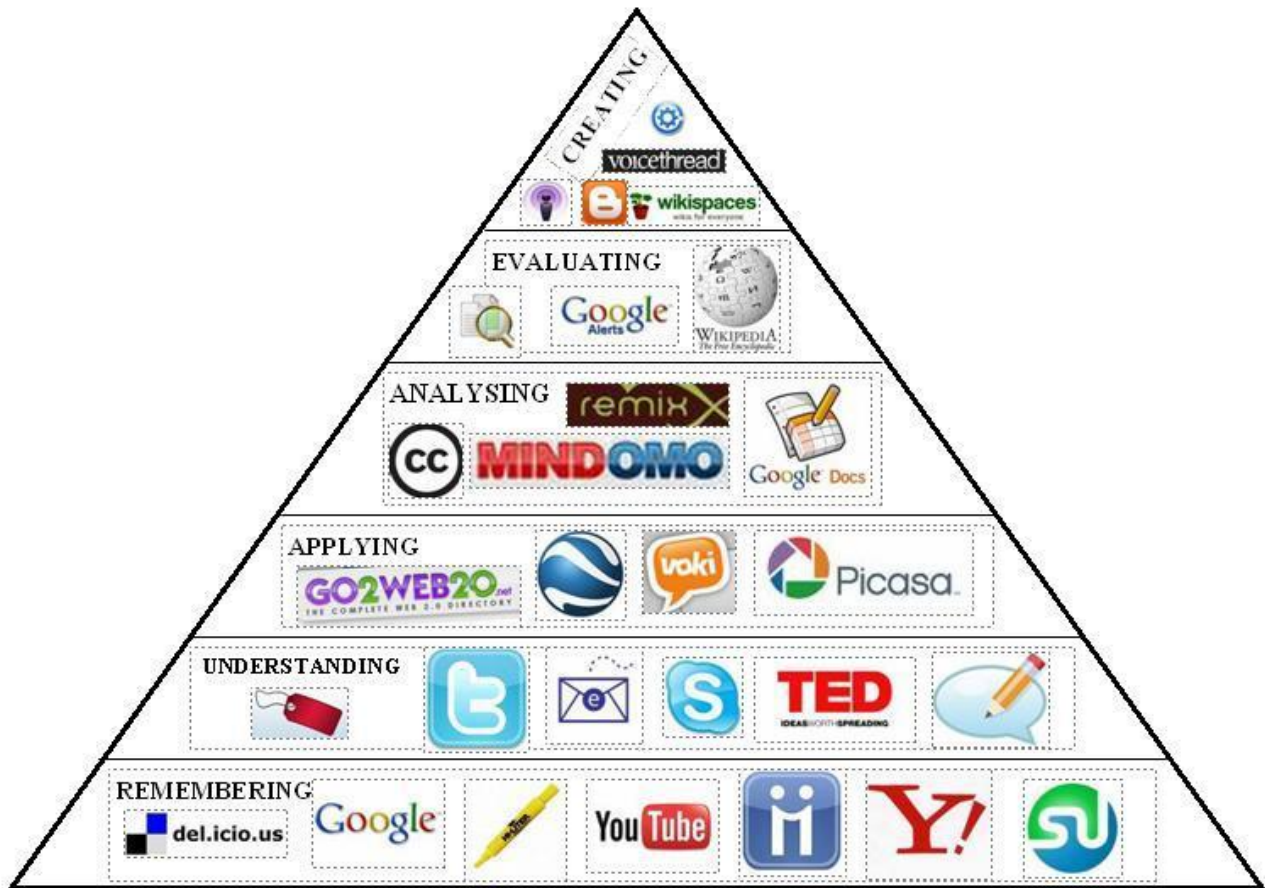
Learning Charts based on Bloom's Taxonomy



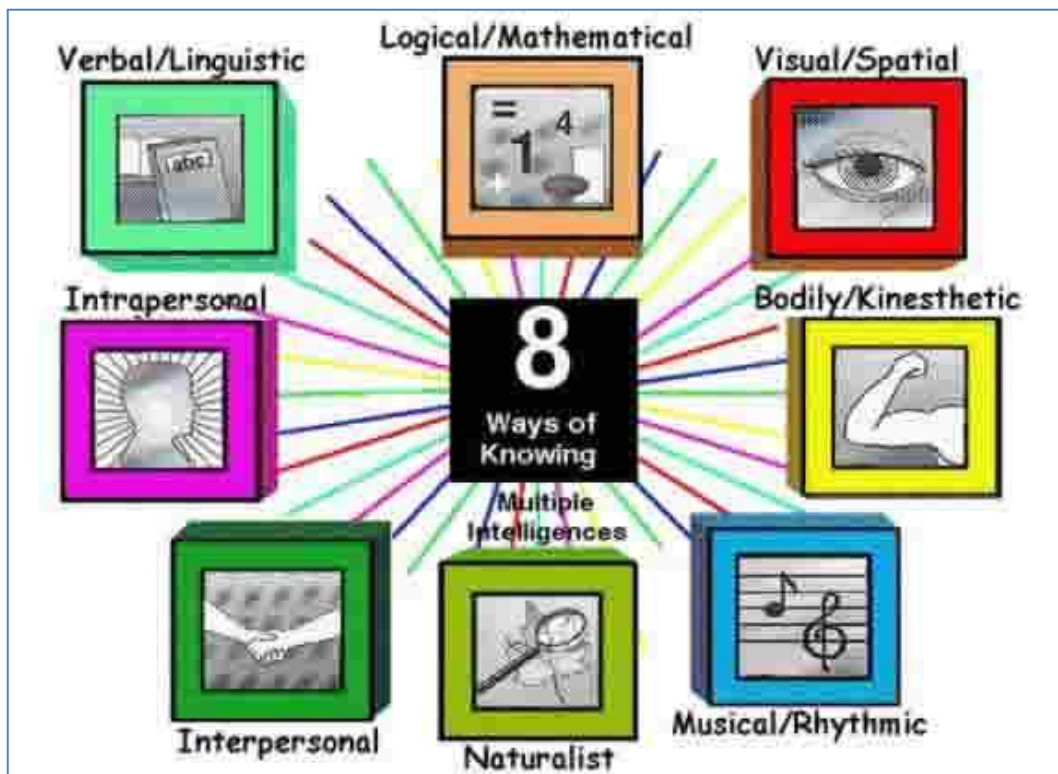
Old Version



New Version



M.Fisher 2009 digigogy.blogspot.com



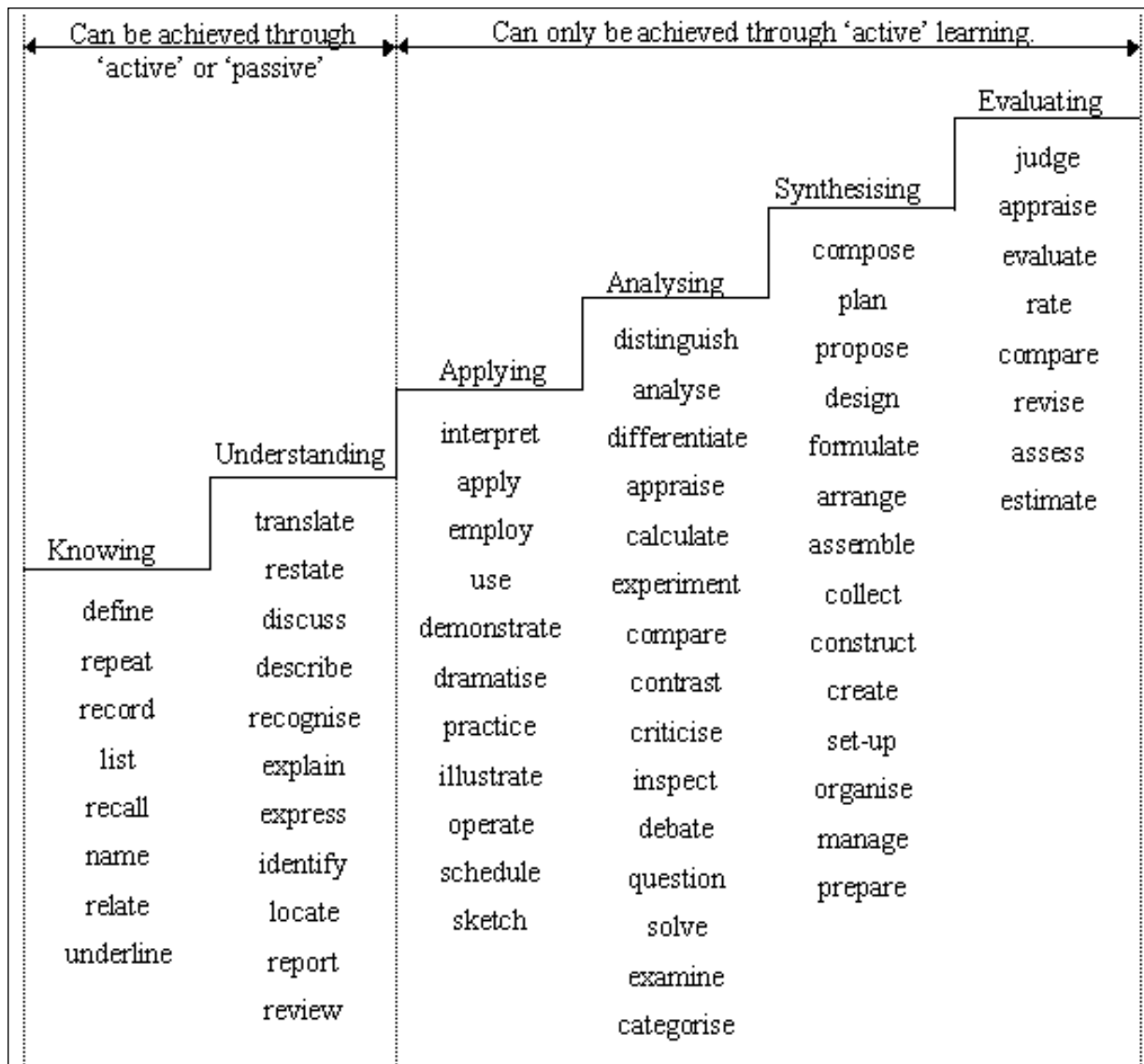
Bloom's Taxonomy

<p>Evaluation TO MAKE JUDGEMENTS ABOUT KNOWLEDGE</p>	<p>interpret, justify, decide, criticize, judge, solve, rate, assess, appraise</p>	<p>B L O O M '' S T A X O N O M Y</p>
<p>Synthesis TO CREATE NEW IDEAS OR THINGS</p>	<p>hypothesize, predict, create, invent, produce, modify, extend, design, formulate, develop, build, compile</p>	
<p>Analysis TO TAKE INFORMATION APART</p>	<p>study, combine, separate, categorize, detect, examine, inspect, discriminate, take apart, generalize, compare, analyze, scrutinize</p>	
<p>Application TO USE INFORMATION</p>	<p>try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt</p>	
<p>Comprehension TO UNDERSTAND INFORMATION</p>	<p>summarize, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss</p>	
<p>Knowledge TO FIND OR REMEMBER INFORMATION</p>	<p>tell, uncover, show, list, locate, repeat, define, explain, investigate, recall, name, point to</p>	

Verbs related to Bloom's Taxonomy



Assignments related to Bloom's Taxonomy



Six Levels of Learning

<p>Level 6 <u>Adapting to New Situations</u></p> <p>Students are more flexible and effective in their learning in new situations, constantly reviewing its worth and adapting their model of thinking, taking responsibility and control of their own development.</p>
<p>Level 5 <u>Application of Skills and Knowledge to New Situations</u></p> <p>Students can put the skills into practice in new situations. They can make connections and piece together the skills they have learned. They are able to provide evidence of transferring their learning/skills to add value to them within new contexts.</p>
<p>Level 4 <u>Making the Links and Matching the Skills</u></p> <p>Students are able to draw together their learning/skills through concepts and models. They can see the links and applications to other learning situations or potential careers.</p>
<p>Level 3 <u>Reflection on the Learning Experience</u></p> <p>Students have a self-awareness of what the learning of a skill has meant to them. They are able to interpret the skills they have in a deeper way, providing a range of examples and a clear articulation of what they have gained from the experience.</p>
<p>Level 2 <u>Record and Make Explicit the Experience</u></p> <p>Students are able to articulate their experience of various skills to others, but only at a superficial level.</p>
<p>Level 1 <u>Experience Only</u></p> <p>Students experience the skill without any thought to it: it just happens. They find it difficult to relate to areas of skill encountered. They are often not sure if they have a skill or not.</p>

Source: P Hawkins & P Jackson in AGR, 1995, p 49.