



TEACHER'S WORKSHOP

CHRISTIAN EDUCATION DEPARTMENT



AGENDA

- CHURCH MISSION
- EBC MISSION
- CHRISTIAN EDUCATION MISSION
- VISION STATEMENT
- GENERATIONS
- ECCLESIA
- INSTRUCTIONAL STRATEGY
- OBJECTIVES

CHURCH MISSION (UNIVERSAL)

“GO THEREFORE AND MAKE DISCIPLES OF ALL NATIONS, BAPTIZING THEM IN THE NAME OF THE FATHER AND THE SON AND OF THE HOLY SPIRIT, **TEACHING THEM TO OBSERVE** ALL THAT I HAVE COMMANDED YOU; AND LO, I AM WITH YOU ALWAYS, TO THE CLOSE OF THE AGE.” MATTHEW 28:19-20

“BUT YOU SHALL RECEIVE **POWER** WHEN THE **HOLY SPIRIT** HAS COME UPON YOU; AND YOU SHALL BE MY WITNESSES IN JERUSALEM AND IN ALL JUDEA AND SAMARIA AND TO THE END OF THE EARTH.” ACTS 1:8

EBC MISSION STATEMENT

WE ARE A FAMILY (A FELLOWSHIP) OF BELIEVERS SHARING A COMMON COMMITMENT TO JESUS CHRIST AS SAVIOR AND LORD.

THROUGH THE POWER OF THE HOLY SPIRIT, WE ARE GROWING TOWARD CHRISTIAN MATURITY WITH WORSHIP, PROCLAMATION, WITNESS, NURTURE, **EDUCATION** AND **MINISTRY TO THE WORLD**.

WE DO THIS SO THAT GOD'S **PURPOSE** MAY BE ACHIEVED – IN US (OUR LOCAL FELLOWSHIP), IN THE **COMMUNITY** (INCLUDING THE WIDER FAITH COMMUNITY) AND IN THE WORLD.

THE SPIRIT OF THE LORD IS UPON US, BECAUSE HE HAS ANOINTED US TO PREACH GOOD NEWS TO THE POOR. HE SENDS US TO HEAL THE BROKEN HEARTED, TO PROCLAIM RELEASE TO THE CAPTIVES AND RECOVERY OF SIGHT TO THE BLIND, TO LET THE OPPRESSED GO FREE, TO PROCLAIM THE YEAR OF THE LORD'S FAVOR.



EBC VISION STATEMENT

- Here is where we are?.....Here is where we want to be! The vision statement is all about the future.

EBC CE MISSION

- THE MISSION OF THE CHRISTIAN EDUCATION MINISTRY IS TO HELP **EQUIP** THE CONGREGATION TO EFFICIENTLY FULFILL ITS TASK OF MAKING DISCIPLES AND GROWING THEM INTO CHRISTIAN MATURITY.
- THIS TASK IS ACCOMPLISHED BY PROVIDING CONTINUING CHRISTIAN EDUCATION THROUGH SPECIALIZED BIBLICAL INSTRUCTION, BY PROVIDING IN-SERVICE TRAINING FOR DISCIPLES CURRENTLY INVOLVED IN MINISTRY, AND BY PROVIDING OPPORTUNITIES FOR UNINVOLVED DISCIPLES TO MAKE “INFORMED” CHOICES BASES ON STUDY AND SPIRITUAL GIFTS.
- THE CE MINISTRY’S PURPOSE IS TO EXTEND THE CHURCH’S EDUCATION MINISTRY, TO VITALIZE HER SPIRITUAL IMPACT, TO EVALUATE AND IMPROVE EDUCATIONAL OUTCOMES AND TO UNIFY THE EDUCATION PROGRAM. THE SUNDAY SCHOOL, THE CONGREGATIONAL BIBLE STUDY, THE FAMILY BIBLE STUDY INSTITUTE AND THE PRAYER SERVICE ARE SOME OF THE MAJOR COMPONENTS OF THE CE MINISTRY.

GENERATIONS

- **G.I. – (BORN 1926 OR EARLIER) – 37 MILLION**
 - LOYALTY IS HIGHEST VALUE
 - MOTTO – “WE WILL PREVAIL”
- **SILENT – (1927-1943) – 28 MILLION**
 - DEGREED
 - “WE WILL COPE”...NOT GOOD LEADERS
 - NO CLEAR VISION
 - PROVIDE BULK OF GIVING

GENERATIONS

- **BOOMERS (BORN 1944-1964) – 47 MILLION**
 - **“I WILL BE SATISFIED” – IDEALISTIC**
 - **DRUG – VIETNAM PROTEST**
 - **ONLY 30% CHURCH MEMBERS**
 - **50% DIVORCED**
 - **SPEND WHAT THEY MAKE**
 - **SENSE OF ENTITLEMENT**
 - **CLERGY ENLISTMENT FALLS**

GENERATIONS

- **BUSTER OR X'ERS (1965-1985) – 43 MILLION**
 - **MAJORITY RAISED IN BROKEN HOMES**
 - **ONLY 9% ARE CHURCH MEMBERS**
 - **“I WILL BE AUTHENTIC”**
 - **RELATIONSHIPS**
 - **TAILOR-MADE FOR THE GOSPEL**
 - **BOOMERS AND BUSTERS ARE SCARY TO EACH OTHER**

GENERATIONS

- **MILLINIALS (1986 & LATER)**
 - **“I WILL SUCCEED OR ACHIEVE”**
 - **30% MORE HOMEWORK THAN PRIOR GENERATION**
 - **COMPUTER LITERATE**
 - **CONCERNED ABOUT HYPOCRISY**
 - **1950’S SUNDAY SCHOOL WORKS WELL WITH THIS GROUP**

CHURCH – ECCLESIA (GATHERED COMMUNITY)

Kerygma

Proclamation
Word/Sacraments
Apostles Teaching
Breaking of Bread
Prayers

Koinonia

Community
Fellowship
Breaking of Bread
Services

Diakonia

Service
Fellowship
Prayers



INSTRUCTIONAL STRATEGY

Instructional Strategy Suitable Objectives

Lectures

Transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments

Discussions

Practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend own position; identify problems, conflicts and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge

Case studies

Actively involve students in learning; apply disciplinary methods of analysis; practice problem solving; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); think critically; blend cognitive and affective dimensions (if the case has ethical or controversial dimensions); develop collaborative skills; relate knowledge to real world; formulate arguments and counterarguments

INSTRUCTIONAL STRATEGY

Writing

Develop systematic relationships among ideas; application, analysis, synthesis and evaluation; reflect on own thinking; record the evolution of own thinking; practice disciplinary conventions (e.g., APA style); practice responding to feedback and revising

Labs/Studios

Develop disciplinary and process skills; obtain immediate feedback and respond to it; develop metacognitive skills (e.g., awareness of own strategies); evaluate results or product of own work; approximate real life situations

Group Projects

Compare and contrast perspectives; practice high-level cognitive skills (i.e., application, analysis, synthesis, evaluation); develop meta-skills such as leadership, communication, conflict resolution; strategize and plan how to tackle complex problems and distribute work

INSTRUCTIONAL STRATEGY

Recitations

Practice problem solving; review material; check student understanding; identify and correct misconceptions; individualize instruction; answer questions

Public Reviews

Evaluation; practice giving constructive feedback; self-reflection; defend vision for own work

Service-Learning

Sometimes called community-based instruction, service-learning places equal emphasis on the service component of the experience and the learning outcomes for the student

Independent Student Projects

Explore areas of interest in depth; conceive of, plan, and execute a research or creative project from beginning to end; work independently; seek mentorship from an expert in the field.

ARTICULATE YOUR LEARNING OBJECTIVES

Before you decide on the content to cover in your class, endow your class with a strong internal structure conducive to student learning. Alignment among three main class components ensures an internally consistent structure. Alignment is when the:

OBJECTIVES articulate the knowledge and skills you want students to acquire by the end of class

ASSESSMENTS allow the instructor to check the degree to which the students are meeting the learning objectives

INSTRUCTIONAL STRATEGIES are chosen to foster student learning towards meeting the objectives

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ARTICULATE YOUR LEARNING OBJECTIVES

Learning objectives should be student-centered.

We, as instructors, often have a good idea of what we want to accomplish in a given course:

We want to cover certain topics, or we want to teach students certain ideas and skills.

We should also think in terms of what we want the students to be able to do at the end of the course. It is very helpful to articulate learning objectives by completing this prompt:

“At the end of the class, students should be able to ____.”

ARTICULATE YOUR LEARNING OBJECTIVES

Learning objectives should break down the task and focus on specific cognitive processes. Many activities that faculty believe require a single skill (for example, writing or problem solving) actually involve a synthesis of many component skills.

To master these complex skills, students must practice and gain proficiency in the discrete component skills. writing may involve identifying an argument, enlisting appropriate evidence, organizing paragraphs, etc.

problem solving may require defining the parameters of the problem, choosing appropriate formulas, etc. Breaking down the skills will allow us to select appropriate assessments and instructional strategies so that students practice all component skills.

ARTICULATE YOUR LEARNING OBJECTIVES

Learning objectives should use action verbs.

Focusing on concrete actions and behaviors allows us to make student learning explicit, and communicates to students the kind of intellectual effort we expect of them. Sample learning objectives for a math class might be:

“State theorems” (implies memorization and recall)

“Prove theorems” (implies applying knowledge)

“Apply theorems to solve problems” (implies applying knowledge)

“Decide when a given theorem applies” (involves meta-cognitive decision-making skills)

Using action verbs enables you to more easily measure the degree to which students can do what you expect them to do.

ARTICULATE YOUR LEARNING OBJECTIVES

Learning objectives should be measurable.

Because learning objectives should guide the selection of assessments, they cannot be vague.

All of learning objectives we've exemplified are measurable in that they point to a clear assessment that can easily check whether students have mastered that skill

Some learning objectives that are typically vague but are often used include:

- “Understand X”

- “Obtain a working knowledge of X”

- “Gain an appreciation for X”

These objectives can be clarified by asking ourselves: "What would students do differently if they really 'understand' or 'appreciate' X?"