Curriculum & Instruction

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I. Main Fields of Education

1. Educational philosophy
   view of persons, educational goals, personal and social values

2. Educational policies
   legal boundaries, organizational requirements, management options

3. Research base
   statistics, empirical methods, qualitative methods, educational psychology

4. Special educational needs
   two or more standard deviations above or below normal; developmental issues

5. Curriculum: A set of objectives and a body of content, planned and organized so that, if it is presented effectively, it will have life changing impact on a particular audience.

6. Instruction: The process of taking a set of objectives and a body of content, and effectively presenting it to learners so that they are changed.

7. Evaluation
   pre-teaching, formative/progressive, post-teaching

8. Teacher education
   instruction, field trials, supervision, in-service, supervisor training

9. Educational Leadership
   leading a community of students and instructional personnel through an educational process

II. Mastery System - teaching another person to bring their knowledge, beliefs, and behavior into harmony with reality (God's creation and revelation)

1. Biblical goal of teaching
    A. Matt. 28:18-20 - Discipleship

    B. II Tim. 3:16-17 - Life change in four steps

        content acquisition

        challenge to lifestyle

        correction to lifestyle

        on-going equipping for success

    C. John 15 - Fruitfullness

2. God's contribution

    A. Truth

    B. Illumination

    C. Leading of the Spirit

    D. Empowerment

    E. Divine Results

3. People's contribution
    A. Pray

    B. Meditate

    C. Commit

    D. Study

    E. Apply

    F. Live consistently

4. Desired Outcome = Mastery
    the student has an adequate grasp of the material for continued self-learning,
    and has begun to practice it

5. The Teaching Goal
    helping people learn and practice the difference (the instructional problem) between what they know and what they need to know to live a life pleasing to God

6. All daily or session objectives are designed to fulfill course or program objectives

7. All evaluative elements are designed to test *acquisition* and *applicatio*n of the instructional materials, specifically in relation to *course objectives*

III. Process of developing curriculum and instruction

1. Teacher's objective(s)

A. Values (Rokeach, Clinton)

1) Terminal Values (cf. p. 12)

2) Instrumental Values

3) Affective Volitional Strengths (p. 14)

a. Convictions

b. Persuasions

c. Opinions

4) Character transformation (affective growth)

5) Readiness for life and ministry

Skills

Commitments

Multiplication/Movements

Spiritual Warfare

B. Goals of Education

1) Citizenship

2) Job preparation

3) Socialization

4) Transformation/Revolution

C. Types of Knowledge Acquisition

1) Experience Based

2) Formal Education

3) Non-formal Education

D. Multiple Intelligences (Gardner)

1) Linguistic

2) Logical-Mathematical

3) Spatial

4) Musical

5) Bodily-Kinesthetic

6) Personal

7) Interpersonal

E. Social Expectation

1) Social/cultural

2) Ed. Policies

2. Relevant information about the learner(s)

A. Educational Psychology (Students)

1) Learning Theory

2) Conditioning-Reinforcement

3) Social Learning

4) Gestalt

B. Learning Theory

1) Cognitive perceptions and organization

A) Kolb

This model is based on research at Harvard and other school. Responses to questions are evaluated and four responses plotted: Concrete Experience; Reflective Observation; Systematic Conceptualizer; Active Experimentation. Kolb believes these represent the four ways people process new information. Empirical research in the 60's and 70's supports his hypothesis.

B) Tobias

This model blends personality theory with learning theory. The basic model also presents four fields. See Appendix 1.

2) Metacognitive strategies

A) Environment

B) Executive Function

(1) memory

(2) creativity

(3) decision-making

(4) assertiveness

C. Developmental Processes/Stages

1) physical (Piaget)

Sensorimotor

Pre-Operational

Concrete Operations

Formal Reasoning

2) social (Erickson)

autonomy

identity

initiative

industry

intimacy

generativity

integrity

D. Developing Talent (Bloom)

1) experimentation

2) expertise

3) self-correcting

E. Spiritual Stages (Clinton)

1) deadness

2) basic awareness

3) external growth

personal

corporate

multiplication

4) internal growth

deeper awareness

deeper communication

deeper fellowship

3. Defining educational objective(s) for classes and sessions: specific, measurable (Mager) Must mix teacher objectives, information about learners, type of content.

   A. Cognitive (Bloom - p. 13)

   B. Affective (Krathwold - p. 14)

   C. Behavioral (Social: Erickson - p. 15)

   D. Global and Local

4. Choice of instructional method(s) (Joyce and Weil)

   A. Approaches: Three different approaches/eleven methods:

      1) Cognitive
         concept attainment - visualization
         inductive thinking - logic
         inquiry research - scientific method
         advanced organizers - objectives, structured notes

      2) Affective
         coaching - mentoring
         creativity - exploration, Gestalt
         role playing
         group problem solving (social inquiry)

      3) Behavioral
         direct instruction - drill, blanks
         simulations
         on the job training - apprenticeship

   B. Educational Contexts - Maiutics (Iverson)

      1) Mentoring-Tutoring

      2) Field-based

      3) Group Interactions

      4) Multi-media

      5) True life experience and ministry

5. Organization of content in a specific presentational format
   Time, place, size of audience, age of audience, levels of prior exposure and growth

   Formal or informal

   Supplemental materials or activities

6. Teaching - learning experience
    Learn it

    Do it

    Teach it to someone else

7. Life change
    Behavior

    Transformation

8. Influence on others
    Direct

    Catalytic

    Resource

IV. Evaluation

1. Formative evaluation - check methods and processes, tests, surveys, questionnaire, assignments

2. Summative evaluation - based on objectives, check outcomes, final exam, live application

3. Faculty evaluation

   did 100% of the students who passed, achieve 80% of the course objectives, including all essential ones

4. Systems evaluation and Change

   A. Refinement - changes in day to day or week to week activities, support structures, administration, teaching

   B. Renovation - changes in the semester or annual plans, school site, primary program structure, number and level of instructors, instrumental values

   C. Redesign - new educational goals, new methods of instruction system-wide, new policies with wide-spread effects, primary values

V. Taxonomies

1. Moral Development

A. Stages of Moral Development Lawrence Kohlberg. The Philosophy of Moral Development. (1981).

Level A. Preconventional Level
1. The stage of punishment and obedience
2. The stage of individual instrumental purpose and exchange

Level B. Conventional Level
3. The stage of mutual expectations, relationships and conformity
4. The stage of social system, duty and social conscience

Level C. Postconventional Level
5. The stage of prior rights and social contract
6. The stage of universal ethical principles

B. Universal Moral Principles John Rawls. The Principles of Justice. (1978).

1. Begin in the common position
2. Act so that you could will your action to be common human action
3. Act to protect those who cannot protect themselves
4. Act to maximize freedom

C. Universal Values Rokeach, Milton. The Nature of Human Values. (1973).

A comfortable life. (a prosperous life)
An exciting life (a stimulating, active life)
A sense of accomplishment (lasting contribution)
A world at peace (free of war and conflict)
A world of beauty (beauty of nature and the arts)
Equality (brotherhood, equal opportunity for all)
Family security (taking care of loved ones)
Freedom (independent)
Happiness (contentedness)
Inner harmony (freedom from inner conflict)
Mature love (sexual and spiritual intimacy)
National security (protection from attack)
Pleasure (an enjoyable, leisurely life)
Salvation (saved, eternal life)
Self-respect (self-esteem)
Social recognition (respect, admiration)
True friendship (close companionship)
Wisdom (a mature understanding of life)

2. Educational Objectives

A. Cognitive Bloom, Benjamin. ed. Taxonomy of Educational Objectives: Cognitive Domain . (1956).

1.0 Knowledge
- 1.1 Knowledge of specifics
- 1.2 Knowledge of ways and means of dealing with specifics
- 1.3 Knowledge of universals and abstractions in a field

2.0 Comprehension
- 2.1 Translation
- 2.2 Interpretation
- 2.3 Extrapolation

3.0 Application
- 3.1 Classification
- 3.2 Choice of appropriate abstraction
- 3.3 Use of abstraction to meet criteria

4.0 Analysis
- 4.1 Analysis of elements
- 4.2 Analysis of relationships
- 4.3 Analysis of organizational principles

5.0 Synthesis
- 5.1 Production of a unique communication
- 5.2 Production of a plan or set of operations
- 5.3 Derivation of a set of abstract relations

6.0 Evaluation
- 6.1 Judgments in terms of internal evidence
- 6.2 Judgments in terms of external criteria

3. Values Krathwold, David. Taxonomy of the Affective Domain, (1964).

1.0 Receiving (Attending)
- 1.1 Awareness
- 1.2 Willingness to Receive
- 1.3 Controlled or Selected Attention

2.0 Responding
- 2.1 Acquiescence
- 2.2 Willingness to Respond
- 2.3 Satisfaction in Response

3.0 Valuing
- 3.1 Acceptance of a Value
- 3.2 Preference for a Value
- 3.3 Commitment

4.0 Organization
- 4.1 Conceptualization of a Value
- 4.2 Organization of a Value System

5.0 Characterization by a Value Complex
- 5.1 Generalized Set
- 5.2 Characterization

4. Social - Eric Erickson The Components of a Healthy Personality

1) Basic Trust vs Basic Mistrust p 247
Trust defined: what is commonly implied in reasonable trustfulness as far as others are concerned and a simple sense of trustworthiness as far as oneself is concerned. Life has meaning, belonging, consistency of experience
Neurosis from lack of meaning

2) Autonomy vs Shame and Doubt p 252
This is a period characterized by the clashing of wills. The spreading of one's new wings for the sheer sake of doing it. Failure-shame-anarchy vs need to trust in self-control-justice; develop willpower

3) Initiative vs Guilt p 258 purpose vs hysterical denial, overcompensating

4) Industry vs Inferiority competence

5) Identity vs Role confusion social, sexual, fidelity vs remain in adolesence

6) Intimacy vs Isolation p 263 affiliation and partnerships - love vs avoidance of commitment

7) Generativity vs stagnation p 266 establish and guide next generation - care

8) Integrity vs Despair p 268 acceptance of life vs fear of death; new love for others, emotional integration, follow or lead

VI. **Choice of instructional method**

I. Three different approaches/eleven methods:

A. Cognitive

1. concept attainment - visualization
2. inductive thinking - logic
3. inquiry research - scientific method
4. advanced organizers - objectives, structured notes

B. Affective

5. coaching - mentoring
6. creativity - exploration, Gestalt
7. role playing
8. group problem solving (social inquiry)

C. Behavioral

9. direct instruction - drill, blanks
10. simulations
11. on the job training

II. A Variety of Contexts

A. Mentoring-Tutoring

B. Field-based

C. Group Interactions

D. Multi-media

E.. True life experience and ministry

A. The Cognitive Approach

1. concept attainment - visualization
2. inductive thinking - logic
3. inquiry research - scientific method
4. advanced organizers - objectives, structured notes

Concept Attainment

Introduction

The goal of this method is that the learner sees the "big idea," and can relate this idea to what the learner already knows. This "big idea" can be communicated by means of a picture, graph, illustration or a logical presentation of information using descriptive terms.

I. Overview of the Model

This method is most closely aligned with the early stages of Bloom's taxonomy (1) cognitive: comprehension and (2) cognitive: application.

The goal is that the students have not only an understanding of the elements or parts of the presentation, but also a conceptual grasp of the whole point or process being presented. For some students this may be in the form of a visual picture or a mental image. For other students this may be logical or linear. For a few students this may be in the form of a relational process, in a sense a moving picture of how this would work between people.

If the student comprehends the presentation, he should be able to summarize it correctly or use it in practice (application). If the student can describe the elements and how each of them works and why they have the intended effects, taken together, he is doing analysis. If the student is able to blend this presentation with other similar information, or change the presentation in a meaningful way or blend two presentations together, then he is doing synthesis.

Example of concept attainment:

comprehension application analysis synthesis evaluation

II. Model Described

A. **Syntax: Phases or Steps**

1. The teacher presents an idea, relating it to what the learners already know.
2. The teacher checks to see that the learners have comprehended the idea.
3. The teacher expands of the idea by way of detailed explanation of the parts of by logical description of the steps.
4. The learners show in some way that they understand the idea and the elements which make up the main idea.

B. **Structure of the Learning Experience**

The teacher controls the presentation and directs the activites. The learners are encouraged to process the infromation and give feedback to the teacher indicating comprehension or some higher order concept attainment.

C. **Principle of Reaction: Teacher's Responses to the Students**

The teacher should focus the interaction toward grasp of the main idea. This could be descriptive, or it could be by giving examples or illustration.

D. **Support System: Props needed to make the method work well**

Charts, pictures, or other items which show the idea or show the relation between the idea and the previously learned content are most helpful.

E. **Intended and Unintended Results**

1. Instructional (Intended) Effects:

   Process leads to attaining concepts
   Strategies relating new information to previous learning
   Logical thinking

2. Nurturant (Unintentional) Effects:

   Can lead to insight or crossover effects
   Can generate brainstorming
   In cases of values, this can result in restructuring of cental values

III. When to use this model

When the desire is to introduce a new set of ideas or principles, such as moving from math to algebra, or from art to architecture, or from ethics to religion.

Inductive Thinking

Introduction

Learners can be taught to think logically and relationally. They can be empowered to learn from life and to draw conclusions realistically.

I. Overview of the Model

This method is most closely aligned with the (1) cognitive: comprehension and (2) behavioral levels of learning.

The goal is that the students have a logical or linear understanding of the material presented (Taba's *concept formation & interpretation*). This is most helpful when the material is complex or the relationships of elements are interactive. In these cases the use of logic and linear thinking may simplify the understanding of the parts or the practice of a process and then the student is able to grasp the whole.

II. Model Described

A. **Syntax: Phases or Steps**

1. Presentation of a problem to be solved or procedures to be taught
2. Discussion or presentation of the steps
3. Comprehension by the learners
4. Ability to replicate the learning or procedures

B. **Structure of the Learning Experience**

The teacher needs to know in advance what the steps are and have the ability to put the steps before the learners in a logical way; or to lead the class to find the internal logic of the situation.

C. **Principle of Reaction: Teacher to Learner**

The teacher can explain the steps and guide the discussion

D. **Support System: Props needed to make the method work well**

A presentation which shows the logic or the procedure can be prepared. A simple presentation without distractions is best. All learners should be able to do the procedures.

E. **Intended and Unintended Results**

1. Instructional (Intended) Effects:
   Process leads to comprehension of structure
   Logical thinking is clear
   Procedures can be followed

2. Nurturant (Unintentional) Effects:
   Missing parts or steps may be identified
   Simpler or more effective procedures may be identified

III. When to use this model

This model is best when the parts of a whole are to be studied or when a specific set of steps or procedures is to be expalined.

Inquiry Research

Introduction: A Puzzle

☞ **Talk about the process we just went through.**

Transition: The process we just went through, by which we seek explanation thorough inquiry and testing, is called the Inquiry method. The goal of this method is to help people develop the intellectual discipline and skills necessary to raise questions, search out and validate answers stemming from their curiosity. In other words the method teaches them to . . .

- ✔ To question why events happen the way they do
- ✔ To acquire and process data logically
- ✔ To develop general intellectual strategies (frameworks, scaffolding)

I. Overview of the Method

This method is built around the belief that people intellectually engage to solve puzzles. The puzzle creates a need, an environment in the learner that makes him more willing to apply himself so as to solve the problem; thus more willing to be educated. This focused attention can be used to teach a person how to think about and solve problems.

For this method to work well a sufficiently realistic "puzzle" must be presented. One which will capture the majority of the learners' attention. The puzzle should challenge commonly held notions of reality to truly engage the students. The students seek to solve the puzzle by asking questions of the teacher, who can only answer, yes, no or rephrase. The teacher teaches them to pursue answers by verifying facts, seeking understanding of the facts and their relationships with one another, creating a hypothesis, testing the hypothesis, formulating generalizations, analyzing the inquiry process.

The purpose of this method is to teach ordered, logical inquiry skills while holding assumptions and conclusions loosely until sufficiently tested.

II. The Model Described

A. **Syntax:** Phases or Steps

One: The teacher presents a "puzzle" and explains the inquiry procedures.
Two: The students gather information about the puzzle through questioning the teacher.
Three: Students experiment, tinker with the gathered information to test for value in solving the puzzle. This phase looks at objects, conditions, events, and properties in the data acquired.
Four: Students organize their findings and formulate an explanation.
Five: Students discuss their pattern of inquiry. This turns the method into a conscious activity.

B. **Structure of the learning experience**

The teacher sets the agenda, controls its direction. The students initiate inquiry, determine its path, propose and test solutions and generate explanations for their conclusions.

C. **Principles of Reaction**: **Teacher's Responses to the Students**

Not to give answers. May redirect inquiry with new information, or new questions, but can not give facts to the students. May encourage students to be more clear, specific in their answers.

D. **Support System**: **Props needed to make the method work well**

A "truly puzzling" event. A prepared teacher. Resource materials bearing on the problem. (Teacher fact sheets, books, films, interviews, etc.)

E. **Intended and Unintended Results**

1. Instructional (Intended) Effects:
   Process inquiry skills
   Strategies for creative problem solving
   Logical thinking

2. Nurturant (Unintentional) Effects:
   Verbal expressiveness
   Tolerance of ambiguity
   Spirit of Creativity
   Autonomous learning

III. When To Use This Method
Use if they are faulty thinkers are not logical in their thinking
Use to introduce a session, as an advanced organizer
Use to solve problems in ministry, relationship, tasks

Inquiry Training Model

PHASES/SEQUENCE

Phase One: The teacher presents a "puzzle and explains the inquiry procedures.
Phase Two: The students gather information about the puzzle through questioning the teacher.
*Phase Three:*Students experiment with the data to test for value in solving the puzzle.
Phase Four: Students organize their findings and formulate an explanation.
*Phase Five:*Students discuss their pattern of inquiry.

DEGREE OF STRUCTURE

The teacher sets the agenda, controls its direction. The students initiate inquiry, determine its path, propose and test solutions and generate explanations for their conclusions.

REGARD OF THE LEARNER

Teacher does not give answers. May redirect inquiry with new information, or new questions, but cannot give facts to the students. May encourage students to be more clear, specific.

SUPPORT SYSTEM

A "truly puzzling" event. A prepared teacher. Resource materials bearing on the problem. (Teacher fact sheets, books, films, interviews, etc.)

RESULTS

Intended:
Process inquiry skills
Strategies for creative problem solving
Logical thinking
Unintended:
Verbal expressiveness
Tolerance of ambiguity
Spirit of Creativity

Advance Organizers

Introduction: Illustration of Advance Organizers

Bring a puzzle and begin to describe in detail an individual piece. Then ask them to describe what the final product will be. As they discuss these things, struggle with them, don't answer any questions. Then provide a larger framework for them in which to understand what is before them. This is what an Advance Organizer does for the teacher. Now we had lots of fun discussing what these might be, and discovering for ourselves, but if our goal is to get the puzzle built, to place the pieces in a certain order to construct something, then it may have been better able to meet our objectives by laying out for you first a framework by which you can more accurately think about these things, and to understand what I'm talking about as I describe them.

What is an Advance Organizer?

An Advance Organizer acts as a broad perspective presented ahead of the learning task. It explains, integrates and interrelates the material in the learning task with previously learned material and to the larger picture, concept, from which it originates.

The most effective organizers move from what is known by the learner (concepts, propositions, illustrations and analogies) to the unknown. The teacher must solidly connect the new learning material with existing ideas in the learner's cognitive structure. For learning to be meaningful, anchors/hooks must be provided to which the student can attach new information. Moreover, students must actively reflect on the new material to reconcile differences between it and older material, to note similarities and linkages with older material.

Whereas other methods lead students to discover truth on their own, this method focuses on students acquiring subject matter through the teacher acting as a lecturer or explainer.

An Advance Organizer is not	An Advance Organizer is
A brief, simple statement.	An idea in and of itself
Introductory comments	The big picture to which this lesson is a part
A review of our last time together	The major concept or principle behind the lesson
Recall of a personal experience	More abstract and general than the lesson
Enumerating the Objectives	

I. An Overview of the Model

This model is built upon the premise that people can learn vast amounts of subject matter if they have an adequate structure on which to hang the information they are receiving. This is accomplished in three phases. The first is the presentation of the Advance Organizer. Then the new material is presented. Finally, the new cognitive organization is strengthened through restatement and student interaction with the material.

II. The Model Described

A. **Syntax:** Phases or steps

Phase One: *Presentation of the Advance Organizer*

Clarify aims of the lesson.
Present organizer:
- Identify defining attributes of the big picture, major concept.
- Give examples.
- Provide context for this lesson.
- Repeat.

Prompt awareness of learners relevant knowledge and experience.

Phase Two: *Presentation of Learning Task or Material*

Present material.
Maintain attention.
Make organization explicit.
Make logical order of learning material explicit.

Phase Three: *Strengthening Cognitive Organization*

Tie back to the Advance Organizer
Tie to past knowledge and experience of the student
Promote student interaction on the new material
- Summaries of attributes, differences with other things, relation to main idea of the lesson

Elicit critical approach to subject matter.
- Assumptions, inferences in the subject matter, evaluate & challenge, reconcile differences

Clarify unclear parts of the subject matter per student questions.

B. **Structure of the Experience**

Phases One and Two: The teacher retains control of the intellectual structure.
Phase Three: the learning situation is ideally much more interactive, with students initiating many questions and comments and attempting to integrate the new knowledge with prior knowledge.

C. **Principles of Reaction: Teacher's Responses to the Students**

The teacher's solicited or unsolicited responses to the learners' reactions will be guided by the purpose of clarifying the meaning of the new learning material, differentiating it from and reconciling it with existing knowledge, making it personally relevant to the students, and helping to promote critical approach to knowledge. Ideally, students will initiate their own questions in response to their own drives for meaning.

D. **Support System**: **Props needed to make the method work**

Well organized material is the critical support requirement of this model. The effectiveness of the advance organizer depends on an integral and appropriate relationship between the conceptual organizer and the content.

E. **Intended and Unintended Effects**

1. Instructional (Intended) Effects
   Conceptual structures can be mastered
   Meaningful assimilation of information and ideas

2. Nurturant (Unintended) Effects
   Interest in inquiry
   Habits of precise thinking

III. When to Use Advance Organizers

To set a course or a lesson in the larger context

When have vast amounts of new information which needs to be covered and systematic, step-by-step understanding of it is essential.

When want the learners to have an integrated perspective of an entire field.

When want to teach the skill of effective reception learning (ability to pay attention over long periods and retain a good amount of the information [includes films & reading]).

To teach knowledge hierarchies.

Whenever ideas or information needs to be presented, renewed, or clarified, the Advance organizer is a useful model.

B. The Affective Approach

5. Coaching-Mentoring
6. Creativity-Exploration
7. Role Playing
8. Group Interactions

Coaching-Mentoring

Introduction

A coach prepares a team and then watches and gives advice. The goal of this method is to elicit personal responses thru positive direction and advice.

I. Model Described

A. **Syntax - Steps in Coaching**

1. Shared commitment (define what we do know; commit to go through the experience together)

2. Define the mission (goals), strategy (plan), and tactics (principles and procedures) for unpredictable situations

3. Prepare using simulations, role playing, drills

4. Real-time application of principles to life based on insight and experience using exploration

5. Develop non-directive skills for pre and post evaluation and to develop wisdom

6. If working with a team, be sure all the members know each others plans and are supportive

B. **Structure of the Learning Experience**
The first two phases must occur before the third and fourth. Actual modeling helps.

C. **Principle of Reaction: Teacher Responses to the Learners**
The mentor always helps the learner either by demonstration or by step by step coaching. The goal includes cognitive but goes beyond them to behavioral elements.

D. **Support System: Props and activities needed**
A simulation or actual experience is necessary. Repeated attempts are often needed for adequate development of ability. Sports, medicine, music, business, etc. prepare someone for a life activity.

II. When to use this model

Creativity

The goal is to develop insight, empathy, and creative expression. The creative process is similar in all fields: invention. Creativity is play, based on insight. In this environment a student can explore and expand ideas. The technical name is divergent production. In psychology it is a gestalt experience.

II. Model Described

A. **Syntax - Methods for Generating Creativity**

1. Metaphors/Analogies

2. Compressed conflict

3. Fantasy, symbolism

4. Brainstorming

5. Change perspective

III. When to use this model: the goal is to stimulate individuals to make contributions

Role Playing

Designed to foster the analysis of personal values and behavior; the development of strategies for solving personal and interpersonal problems; and the development of empathy toward others.

I. Overview

The heart of role playing is the involvement of participants and observers in a real problem and the desire for resolution and understanding this involvement engenders.
This will involve emotional and intellectual content. The students assume roles and feel the emotions of the roles. The observers analyze and discuss the enactment and thus learn cognitively from it. The replay brings out other perspectives on the content.

The key to the success of the role play is the ability of the players to assume roles. To be most effective, the teacher must make a concerted effort to explore **ONE** particular emphasis.

I. Role Play Explained

A. **Syntax**: **Phases or Steps**

1. *Phase One: Warm Up the Group*
   Identify or introduce problem.
   Make problem explicit.
   Interpret problem story, explore issues.
   Explain role playing.

2. *Phase Two: Select Participants*
   Analyze roles.
   Select role players.

3. *Phase Three: Set the Stage*
   Set line of action.
   Restate roles.
   Get inside problem situation.

4. *Phase Four: Prepare the Observers*
   Decide what to look for.
   Assign observation tasks.

5. *Phase Five: Enact*
   Begin role play.
   Maintain role play.
   Break role play.

6. *Phase Six: Discuss and Evaluate*
   Review action of role play (events, positions, realism).
   Discuss major focus.
   Develop next enactment.

7. *Phase Seven: Reenact*
   Play revised roles; suggest next steps or behavioral alternatives.

8. *Phase Eight: Discuss and Evaluate*
   As in phase six.

9. *Phase Nine: Share Experiences and Generalize*
   Relate problem situation to real experience and current problems.
   Explore general principles of behavior.

B. **Structure**

The model is moderately structured. The teacher is responsible for initiating the phases and guiding students through the activities within each phase. The particular content of the discussions and enactments is determined largely by the students.

C. **Principle of Reaction**: **Teacher Responses to Learners**

Accept all student responses in a non-evaluative manner.
Help students explore various sides of the problem situation and compare alternative views.
Increase students' awareness of their own views and feelings by reflecting, paraphrasing, and summarizing their responses.
Use the concept of role, and emphasize that there are different ways to play a role. Emphasize that there are alternative ways to resolve a problem.

D. **Support System**: **Props or activities needed**

Role playing is an experience-based model and requires minimal support material outside of the initial problem situation.

E. **Intended and Unintended Effects**

1. Intended
   Analysis of Personal Values and Behavior
   Strategies for Solving Interpersonal Problems
   Empathy

2. Unintended
   Facts about Social Problems and Values
   Comfort in Expressing Opinions

Group Investigation Model

PHASES/SEQUENCE

Phase One: Encounter puzzling situation
Phase Two: Explore reactions to the situation.
Phase Three: Formulate study task and organize for study. (problem definition, assignments, roles)
Phase Four: Independent and group study.
Phase Five: Analyze progress and process.
Phase Six: Recycle activity.

DEGREE OF STRUCTURE

The system is based on the democratic process and group decisions, with low external structure. Puzzlement must be genuine-it cannot be imposed. Authentic exchanges are essential. Atmosphere is one of reason and negotiation.

REGARD OF THE LEARNER

Teacher plays a facilitative role directed at group process (helps learners formulate plan, act, manage group) and requirements of inquiry (consciousness of method). He or she functions as an academic counselor.

SUPPORT SYSTEM

The environment must be able to respond to a variety of learner demands. Teacher and student must be able to assemble what they need when they need it.

INTENDED AND UNINTENDED RESULTS

Intended:
Constructionist view of knowledge (+, -)
Disciplined Inquiry
Effective Group Process and Governance
Unintended:
Interpersonal Warmth and Affiliation
Independence as a Learner
Respect for Dignity of All Social Science Inquiry Model

Social Sciences Inquiry Model

PHASES/SEQUENCE

Phase One: Present and clarify puzzling situation.
Phase Two: Develop hypotheses from which to explore or solve problem.
Phase Three: Define and clarify hypothesis.
Phase Four: Explore hypothesis in terms of its assump-tions, implications, and logical validity.
Phase Five: Gather facts and evidence to support hypothesis.
Phase Six: Form generalized expression or solution.

DEGREE OF STRUCTURE

The model is moderately structured. The teacher is generally initiator of the inquiry and sees that it moves from phase to phase. Students, however, carry the responsibility for its development. The social norms call for open discussion among equals.

REGARD FOR THE LEARNER

Teacher acts as sharpener, focuser, and counselor to inquiry. He or she helps students to clarify their positions and improve the process of study.

SUPPORT SYSTEM

The teacher needs patience to carry out a problem-solving approach and the resourcefulness to locate the necessary information for which the inquiry may call. Open-ended library resources and access to expert opinion.

INTENDED AND UNINTENDED EFFECTS

Intended:
- Exploration of Social Issues
- Commitment to Civic Improvement

Unintended:
- Respect for Dignity
- Social Action (+, -)
- Tolerance in Dialogue

C. The Behavioral Approach

9. direct instruction - drill, blanks
10. simulations
11. on the job training - apprenticeship

Direct Instruction

Introduction

I. Overview of the Model

II. Model Described

A. **Syntax: Phases or Steps**

1. The students are pretested to determine what they know and don't know about the subject to be studied
2. Teacher establishes a framework for the lesson and orients students to the new material.
   a. the teacher provides the objective of the lesson and the level of performance;
   b. the teacher describes the content of the lesson and its relationship to prior knowledge and/or experience; and
   c. the teacher discusses the procedures of the lesson; that is, the different parts of the lesson and students' responsibilities during those activities.
3. Teacher explains a new concept or skill to the group and checks for comprehension.

   a. Explains through *demonstrations and examples, orally and visually.* A clear, thorough explanation and demonstration of the point is crucial to students' success in applying the new information.
      1) presents material in small blocks so that one point can be mastered at a time.
      2) provides many, varied examples of the new skill or concept; doesn't diverge into related skills or concepts until the students demonstrate comprehension of the new skill or concept
      3) models, or gives narrated demonstrations of the learning task
      4) avoids digressions, stays on topic
      5) re-explains difficult points.
   b. Checks to see that students have understood the new information before they apply it in the practice phases.
      Don't just ask, "do you understand?" or "does anyone have any questions?" Explore their understanding by asking for specific answers or for explanations of how they came to their conclusions. Don't assume that one student's understanding is indicative of the entire classes' understanding.
4. Students practice their understanding under teacher direction (controlled practice, recitation).
   The teacher leads students through practice examples working in a lock-step fashion.
   The students practice as a group, offering or writing answers.
   The teacher gives feedback on the students' responses, reinforces accurate responses, and corrects errors.

5. Teacher encourages the students to continue practicing on their own (guided practice, seatwork).
   When they have achieved about 90% accuracy on the structured practice session, ask them to work on their own.
   Give clear directions when you ask students to work on their own
   The teacher circulates among the class while the students practice on their own.
   The teacher's role in this phase is to monitor students' work, providing corrective feedback when necessary through *"praise, prompt, and leave."*.
6. Students practice independently at home or in class.
   When students achieve an accuracy level of 85 to 90 percent in guided practice.
   On their own without assistance and with delayed feedback.
   The teacher makes sure the independent practice work is reviewed soon after completion to assess if the students' accuracy level has remained stable and to provide corrective feedback for those who need it.
   Five or six practices, distributed over a month or more, will sustain retention.

B. **Structure of the Learning Experience**
   Highly structured and teacher directed.
   Focuses on academic tasks.
   Teacher selects and directs the learning tasks.
   Keeps student choices and freedom at low levels, and minimizes the amount of non-academic pupil talk.
   Teacher expects more from the students in terms of quantity and quality of work.
   Students are actively engaged during instruction, through practice and response to questions, and experience a high rate of success (80% or better).
   Positive affect by the teacher creates a better learning environment.

C. **Principle of Reaction: Teacher Responses to Learners**
   Good interaction during or after the experience. Open system if the teacher wishes to use it. Can be used closed during the presentation and then a discussion or evaluation afterwards.

D. **Support System: Props or activities needed**
   This depends on the needs of the presentation. At the least, a detailed set of learning objects and lesson plans. Other materials may be needed.

E. **Intended and Unintended Results**
   1. Instructional (Intended) Effects

   Master 85% before you move on

   Assist students according to the level of knowledge or ability

   Distribute practice over time. Many practices spread out over time = greater retention

   Frequently practice at the beginning, less as the student masters the skill, knowledge.

   Initially monitor practice to correct errors early on.

   Short, intense, highly motivated practices, rather than long ones.

   Nurturant (Unintended) Effects

III. When to use this model : Two times, when teaching BASIC skills and FOUNDATIONAL knowledge.

Simulations

Introduction - Simulations can be effective teaching situations and can have deep emotional and volitional outcomes.

I. Overview of the Model

Carefully constructued senarios are presented and the learner walks through them. This presents the process, the context and the skills needed and forces the learner to assimilate the steps. Teaching a skill through acting out a situation as if it were real in order to evaluate the trainee. Allows learning from mistakes in a safe environment; allows freedom to develop skills without actual, negative consequences; enables trainee to overcome fear, develop confidence.

II. Model Described

A. **Syntax: Phases or Steps**

1. The teacher prepares a detailed situation which the learner can follow
2. The learner follows the steps as laid out and learns within the structure
3. Examination of the process and outcome are reviewed

B. **Structure of the Learning Experience**

Exacting detail of prepration is necessary. The teacher must be a master of the exercise in order to use it effectively. Evaluation of the experience is a very helpful step.

1. Set the stage for the simulation
   Explain what a simulation is, if the student is unfamiliar with it.
   Specifically set up the situation
   Specifically explain the skill to observed and how it will be evaluated
   Assign roles.
2. Do the simulation
3. Give Feedback and Evaluate the simulation
   Inquire as to understanding of the trainee
   Demonstrate the correct procedure if needed
4. Repeat the simulation if needed
5. Re-evaluate
6. Summarize the simulation and compare it to real life

C. **Principle of Reaction: Teacher Responses to Learners**

The teacher does not interact during the exercise but interacts openly during the evaluation. The learner experiences the simulation, reserves questions, and then reviews the process and discusses his questions.

D. **Support System: Props or activities needed**

A highly structured environment and a great deal of prepration are necessary. The simulation can be constructed by others or even be a computer simulation.

E. **Intended and Unintended Results**

1. Instructional (Intended) Effects

The learner comes to master a given situation

The learner must be careful to realize that he only knows the simulation, not the problems which may arise or related issues not presented in the simulation.

2. Nurturant (Unintended) Effects

Confidence and skill are not built by achievement unless the simulation is very through.

III. When to use this model: Use this model when the skill to be taught is simple or can be broken into simple steps and taught effectively in artificial situation.

On the Job Training

Introduction

I. Overview of the Model

This is essentially the apprenticeship system which has been used for thousands of years. A master instructs a beginner and eventually licenses the growing person to be a practitioner. These three stages parallel the stages of spiritual growth in I John. Refining skills and values through reflection, evaluation and interaction after a live ministry situation in which a trainer has observed the trainees:

Knowledge
Attitudes
Responses
Reactions
Skills

II. Model Described

A. **Syntax: Phases or Steps**

1. The teacher does the work and lets the learner observe

2. The teacher shows the learner the detailed steps in the process

   a. Set the stage for check-out. Explain to the trainee what he will be checked-out on.

   b. Do a live ministry activity

   c. Give Feedback and Evaluate the activity
   Have the trainee do a self-evaluation first
   Trainer encourages, corrects, re-teaches, etc.
   Trainer demonstrates the correct procedure if needed

   d. Repeat the activity if needed

   e. Re-evaluate

3. The learner comes to understand the necessary strategy and logistics as well as the structure of creation

B. **Structure of the Learning Experience**

1. The teacher does his work and allows the learner to observe
2. The teacher exhorts and criticises the learner's work in order to improve him
3. The learner masters the basics of the process

C. **Principle of Reaction: Teacher Responses to Learners**

1. The teacher controls the situation so that the work is correct each time
2. Each step is a learning experience

D. **Support System: Props or activities needed**

1. The teacher prepares all the steps and leads the learner in a professional way

E. **Intended and Unintended Results**

1. Instructional (Intended) Effects

The learner becomes a competent practioner of an art
The master gains competent help for a time
The master gains a reputation for his disciples as well as for his work
Enables the trainee to see how he is doing.
Enables the trainer to know which skills, attitudes and knowledge the trainee is doing well and which ones need to be developed.
Gives immediate feedback in a live situation.
Enables the trainer and trainee to evaluate actual behavior and attitudes.

2. Nurturant (Unintended) Effects

The learner may find himself structurally unsuited for the occupation
The teacher may find time and materials wasted
Trainers don't plan for immediate feedback and evaluation
Trainers emphasize skill over character, conviction
Trainees worry more about performing for the trainer and miss ministry opportunities
Trainers emphasize detail, miss big picture, whole person

III. When to use this model

The optimum use is when a long or complicated process is to be learned step by step. The opportunity is to reproduce a future master. Bloom's steps in preparing highly competent masters in any field of achievement are as follows.

1. Phase One: fun learning (two years)

2. Phase Two: developing expertise (five years)

3. Phase Three: becoming self-correcting (three years)

The most important persons for seeing that this equipping takes place are the coach/mentor/ directors at each level and the primary support personnel at each level. Both sets of personnel are very important for success at each level. At least five lessons can be drawn from this study which are applicable to the parents and teachers of future leaders:

1. Many learners can excell in skill areas. Achievers are not essentially different from non-achievers. Encourage all children while they are young to explore and have fun with a variety of skill fields.

2. Parents and teachers need to learn to create and sustain longterm committments to learning. They will give the child a vision for involvement in the field. They provide the emotional support and sustained hope for success.

3. After the preliminary stage of fun/play, there will be years of day after day drill and practice. This needs to be made fun and challenging. There must be attention to detail and constant repitition until the basics and the strategy have been mastered.

4. There should be praise for personal committment and for progress, although mere achievement (ie. winning contests) is less important. This personal encouragement is found at all three levels.

5. The cycle of romance, precision, generalization is a steady cycle for high achievers. It takes place at each phase of talent development and is necessary to prepare the student for the next phase.

VII. Seeing Teaching as a System of Social Transformation

A. Overview of the System

B. Changing the System

C. Issues of Ethics

Appendix 1

Learning Style Inventory - Kolb

Put a mark next to the ones you prefer as a mode of gathering information *most of the time* I almost ***always***:

1. prefer doing things the same way
2. want as much information as possible before making a decision
3. prefer to check with others before making final decisions
4. solve problems creatively
5. work best with people who won't hesitate to take immediate action
6. need enough time to do a thorough job
7. try to be sensitive to other people's feelings
8. act on the spur of the moment
9. am more interested in obvious facts than in finding hidden meanings
10. prefer to get directions in writing
11. work well with others
12. work best with those who can keep up
13. prefer a neat and orderly environment
14. am interested in where a person got the facts
15. am not bothered by a cluttered environment
16. like frequent changes in the environment
17. ask first "How do I do it?"
18. ask "Where do I find more information?"
19. ask the advice of others when in doubt
20. prefer to learn only what's necessary to know

Totals: CS _____ AS _____ AR _____ CR _____

How Do I Process Information?

Check the ***one*** statement (top A; lower B) in each pair that best describes your preferred way of processing. When I am learning, I ***most usually***:

1. A. like learning by myself better than working with another person or group.
   B. like learning with another person or group better than working by myself.

2. finish one job before going on to the next one.
   begin a new job even if I haven't finished an earlier one.

3. begin my work without waiting to see how someone else does it.
   prefer to wait for someone else to start before I begin.

4. find it easier to remember details when I read than to remember main ideas.
   find it easier to remember main ideas when I read than to remember details.

5. prefer true-false and multiple choice tests with one right answer.
   prefer tests that ask you to explain reasons and write out answers.

6. need to have my desk and work area neat to concentrate.
   find I can get my work done even if my desk or work area is cluttered.

7. feel my time was wasted if the teacher doesn't put a grade on work I've turned in.
   don't mind the teacher not giving me a grade as long as my work was recognized.

8. prefer competing on my own to competing on a team.
   prefer competing on a team to competing on my own.

9. prefer to have choices as to how to accomplish assignments I'm given.
   prefer that the teacher tells me exactly how the assignment should be done.

10. want to go over a test that's been graded in order to correct what I missed.
    want to look over my graded test but do not want to correct specific answers.

11. find it fairly easy to ignore distractions while I work or study.
    find it pretty difficult to ignore distractions while I work or study.

12. prefer to have an assignment in smaller parts and given step-by-step.
    prefer to know the whole assignment before I work on the parts or steps.

13. prefer to think about a decision and figure out what to do by myself.
    ask other people's opinions if I am not sure about making a decision.

14. do not take it personally if someone tells me I've done something wrong.
    automatically take it personally if someone says I've done something wrong.

15. blame the test if I don't do well and I studied what the teacher told me.
    blame myself if I don't do well on a test and I studied what the teacher said.

Column Totals (A - Analytic; B - Global)

Frame of Reference (How we internally process information.)

Field Independent: Analytic

- ✂ Surroundings, interrelationships, context irrelevant
- ✂ Break information down into component parts
- ✂ Focus on details
- ✂ See the parts
- ✂ Gives lengthy, detailed, accurate descriptions
- ✂ Whole understood only in relationship to the parts. Whole often irrelevant.
- ✂ Difficulty in seeing the whole from the parts.
- ✂ Builds puzzles by the shapes of the pieces.
- ✂ Can't experience the whole without grasp of the parts

Field Dependent: Global

- ✿ Surroundings, interrelationships, context relevant
- ✿ Need external field of vision
- ✿ Get overall picture or "gist"
- ✿ Doesn't worry about details
- ✿ See the whole
- ✿ Gives broad strokes, overall picture
- ✿ Gives general, vague descriptions
- ✿ Parts are understood only in relationship to the whole.
- ✿ Difficulty in breaking out the parts from the whole.
- ✿ Builds puzzles by the picture on the box.
- ✿ Can't experience the parts without comprehension of the whole.
- ✿ Experiences without reference to details unless told to note details

So what does this mean for us as teachers:

Analytics need:
Detail
Straight Talk
Organization
Project Focus
Order A☞B☞C
Clear Expectations
Time to prepare
Individual effort & reward
Justice

Global's need:
Big Picture
Cooperation/Group Effort
Fairness
Options/Flexibility
Relationships
More than one task
Spontaneity
Trust from leadership
Time to relate to others

Learning Styles - Tobias

Perception: The way in which we **view** the world around us so that it makes sense to us.

We **perceive** in one of two ways . . .

Concretely: Registers information through the five senses. Deals with what is here and now. "It is what it is." Takes it at face value. Doesn't look for hidden, between the lines, meaning.

Abstractly: Allows us to visualize, to conceive ideas, to understand. We are looking beyond what is, to more subtle implications. "It's not always what it seems." Reads between the lines. Intuitive, imaginative.

The way we **use** the information we perceive occurs in two ways:

Sequentially: Organizes information in a linear, step-by-step manners. A logical train of thought, conventional approach to dealing with information. "Follow the steps."

Randomly: Organizes information by chunks, with no particular order or sequence. Can start anywhere in the process and work in any direction. Impulsive, spontaneous.

Four Combinations

Concrete Sequential	Abstract Sequential
hardworking conventional accurate stable dependable consistent factual organized	analytic objective knowledgeable thorough structured logical deliberate systematic
Abstract Random	**Concrete Random**
sensitive compassionate perceptive imaginative idealistic sentimental spontaneous flexible	quick intuitive curious realistic creative innovative instinctive adventurous

Adapted from *The Way They Learn* by Cynthia Tobias

How Do We Concentrate? (Environmental Preferences)

1. Body position
2. Light
3. Sound
4. Temperature
5. Food
6. Time

How Do We Remember?

I need to hear myself say it in order to remember it.
I often need to talk through a problem aloud in order to solve it.
I memorize best by repeating the information aloud or to myself over and over.
I remember best when the information fits into a rhythmic or musical pattern.
I would rather listen to a recording of a book than sit and read it.

Total Auditory:_____

I need to see an illustration of what I'm being taught before I understand it.
I am drawn to flashy, colorful, visually stimulating objects.
I almost always prefer books that include pictures or illustrations with the text.
I look like I'm "daydreaming" when I'm building a mental picture of what's being said.
I usually remember better when I can actually see the person who's talking.

Total Visual: _____

I have difficulty sitting still for more than a few minutes at a time
I usually learn best by physically participating in a task.
I almost always have some part of my body in motion.
I prefer to read books or hear stories that are full of action.

Total Kinesthetic: _____

The above styles work for short blocks of information or small systems. For longer blocks of information a more integrative system is better.

Pick a short sections, two to five lines, read it out loud three times, write it down once, read what you wrote out loud three times, say the material.