

Adult Education Newsletter

For Teachers and Leaders —ITN-NTI

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.

Nelson Mandela

Why I teach...

Why do we teach?

Good for society –

When a community has good information, it can make good decisions. Courses like **CG 201 Health** can save lives.

When pastors are respected as educated people their chances of influencing their communities for the good are increased.

The student can pass on the learning received to family members and others, thereby multiplying the effectiveness and reach of the classes.



Good for us –

Teachers continue to learn as they teach. Students may ask a question that requires research or deeper reflection.

We are using a gift that God has given us.

There is joy in watching a student grasp a concept or open their minds to a new way of thinking on a topic.

Share a passion. Mark Louw in **TP 202 – Leadership** writes: “We teach what we know – We reproduce who we are!”

Good for our students –

They learn about the topic.

They spend time with a leader who can be a role model.

They learn how to learn and refine thinking processes.

Often they improve their language skills.

They become better informed about the world. People who have been taught to think critically make better decisions and are less likely to be swayed by charlatans.

They can adapt to our rapidly changing world.

Lastly, Jesus was a teacher – In **LB 102 – Intro to the New Testament**, we read:

“Teacher. Jesus was called “Rabbi” by His followers and disciples, both men and women (Lk 8:1-3). The term Rabbi during that time was not a technical designation indicating special schooling for this position as it came to mean later on in Judaism. But it does denote a teacher with students or disciples, which was also characteristic of the scribes of the first century.”

Jesus did not go to teacher’s training school, yet he is a good role model for teaching. What was Jesus like as a teacher?

At the last supper with his disciples (students) he demonstrated a **servant attitude** – John 13:14, *“Now that I, your Lord and Teacher, have washed your feet, you also should wash one another’s feet.”*

He used **understandable language and contextualized stories** – parables. When the disciples did not understand, he explained even more clearly. One example of this is found in Mark 4:1-20. Jesus told the parable of the Sower and later explains it to the disciples when they ask him the meaning.



Jesus **answered the tough questions.**

The scribes, Pharisees, Sadducees and others came to Jesus and asked questions. Matthew 19:15-17, *Just then a man came up to **Jesus** and asked, “**Teacher**, what good thing must I do to get eternal life?”*

Sometimes Jesus responded with a question of his own. He was **willing to ask the tough questions.** Mark 11:30, *“John’s baptism – was it from heaven or from men? Tell me!”*

Jesus taught **with authority.** Matthew 7:28-29, *When Jesus had finished saying these things, the crowds were amazed at his teaching, because he taught as one who had authority, and not as their teachers of the law.*

By teaching about God’s work throughout history, we, like Jesus, lead people to eternity.



Deuteronomy 32:1-3

¹ Listen, you heavens, and I will speak;
hear, you earth, the words of my mouth.

² Let my teaching fall like rain
and my words descend like dew,
like showers on new grass,
like abundant rain on tender plants.

³ I will proclaim the name of the LORD.
Oh, praise the greatness of our God!



Any Questions?

What purpose do questions serve in the classroom?

- * Maintain control of the classroom—When a student begins to be disruptive, asking that student to answer a question can pull him or her back into the lesson.
- * Maintain interest of students— When the room is hot and the hours are long, a question can spark a lively discussion. The students can be divided into groups and asked to come up with multiple responses which will be later shared with the whole group.
- * Allow students to show what they know—Some students who have experience in an area will appreciate the opportunity to share what they have learned. This is especially important for adult learners. Most test questions fall in this category.
- * Give quiet students a chance to talk—Some students will never talk unless they are called on. Be sure that the shy person knows the answer before calling on him or her. Sometimes, the teacher can tell the person ahead of time to prepare an answer.

Three types of questions:

1. Yes/ No — Was Isaac Abraham's son? (Yes)
2. Short response — How many sons did Abraham have? (Two), What were their names? (Isaac and Ishmael)
3. Long answer — What did Abraham and Sarah do to "help" God fulfill his promise? What was the result? How does that relate to current events in our time?

Constructing questions

When constructing questions, start with an acknowledgement of the reason for the question. Which of the purposes above are you trying to achieve? Next, ask yourself what level of knowledge you are looking for. A basic level can be assessed with the true/false question. A deeper level is needed for matching and short answer. The long answer/ essay requires near mastery of content.

Read the material several times. Mark names and dates. "Who, what, where, and when" are good for true/ false and short answer questions.

Ask if the content can relate to a current situation or if there is a "Why" or a "How". These make great essay questions.

Practice—Write different types of questions from this paragraph from **TP 202 – Leadership**

3. Mentors are lifters. Great leaders make everyone feel worthwhile. Timothy learned about encouragement from Paul while on the job. "We sent Timothy, who is our brother and God's fellow worker in spreading the gospel of Christ, to strengthen and encourage you in your faith" (1 Thessalonians 3:2). Encouragement is a vital ingredient in the mentoring process. Send a note or E-mail. Make a quick phone call. Stop in. Let your student know "out loud" that you appreciate his or her efforts.

Bonus idea – Twenty questions for test review - students choose a person, place or event – the rest of the class has twenty yes/no questions to discover the answer

HE 202 History of the Church 2 – example –

I'm thinking of an event.

Did it take place before 1600?

Yes – (one)

Did it involve Calvin?

No – (two)

Did it involve Luther?

Yes – (three)

Was it the nailing of the 95 theses on the door at Wittenberg?

No – (four)

Was it the Diet of Worms?

No – (five)

Was it his kidnapping?

No – (six)

Did it take place after the Diet of Worms?

Yes – (seven)

Did it occur during his time of exile?

Yes – (eight)

Do you know? Can you guess?

(The answer is at the bottom of this page.)

News—Greg Crofford, director

The first week of June, I was privileged to teach "Church History 1" to 17 students in Antananarivo. Besides lectures, we had animated small group discussions, and on the last day, we had extra fun as students acted out stories from the lives of some of characters we had studied. The ITN-Madagascar is making great strides under the able leadership of Rev. Richard Ravelomanantsoa.



If you haven't taught "Church History 1" yet, plan on using this new course soon. Also available now (English only) is "Supervised Ministry and Student Seminar."

Answer : Luther translated the entire New Testament from Greek to German

Send any news, questions or comments to Adult Education Newsletter Editor – Amy Crofford – admin.itn@gmail.com