

# Woods Accelerated Teaching for Adults

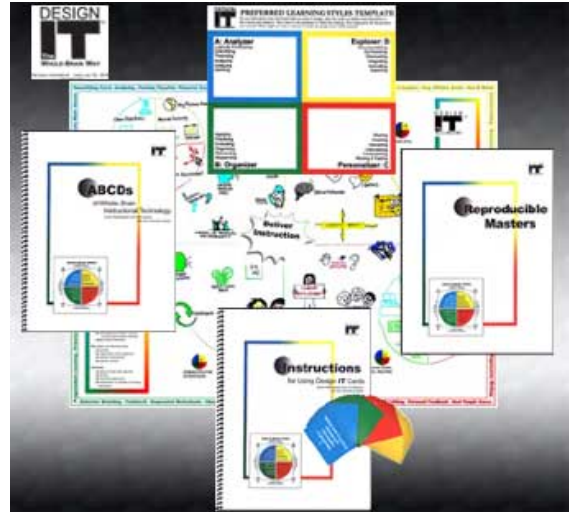
EBI Position Paper  
Dr. Gary Woods

## Why is Accelerated Teaching necessary?

The world desperately needs churches.  
Churches desperately need leaders.  
Leaders desperately need training.  
Traditional training takes time.  
Time is precious.  
Teaching must be accelerated!  
Accelerated teaching is possible through whole brain learning and real life assignments.

## What is the current situation in the church?

Lack of church growth and evangelism:  
    stagnation, decline, frustration  
Lack of Bible knowledge and application  
Lack of biblical conviction and enthusiasm  
Lack of preaching and teaching skills  
Lack of relational, servant leadership, and ministry skills



## What are the greatest struggles for church leaders?

Personal understanding of strengths and weaknesses  
Relational and Leadership skills  
Biblical application  
Christian character  
Ministry skills

## What do you dream of concerning your students?

Christlikeness in life, ministry, and leadership

## What does God want them to become?

The likeness of Christ

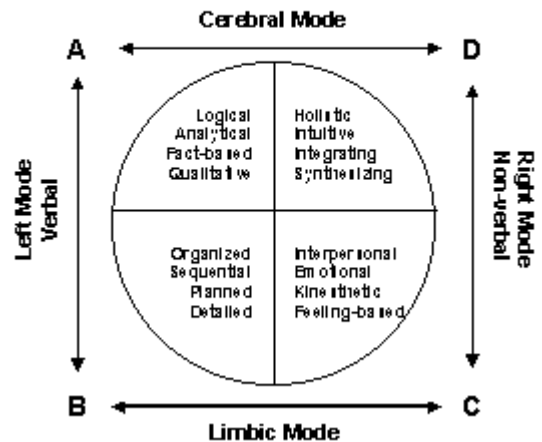
## What are we training students to become?

Church planters? Pastors? Bible teachers?  
Evangelists? Counselors? Servant-leaders?  
Youth workers? Bible study leaders?

## How is this training best accomplished?

Case studies  
Coaching  
Discussion  
Mentoring  
Multiple learning styles  
Real life  
Rich media

## Whole Brain Model



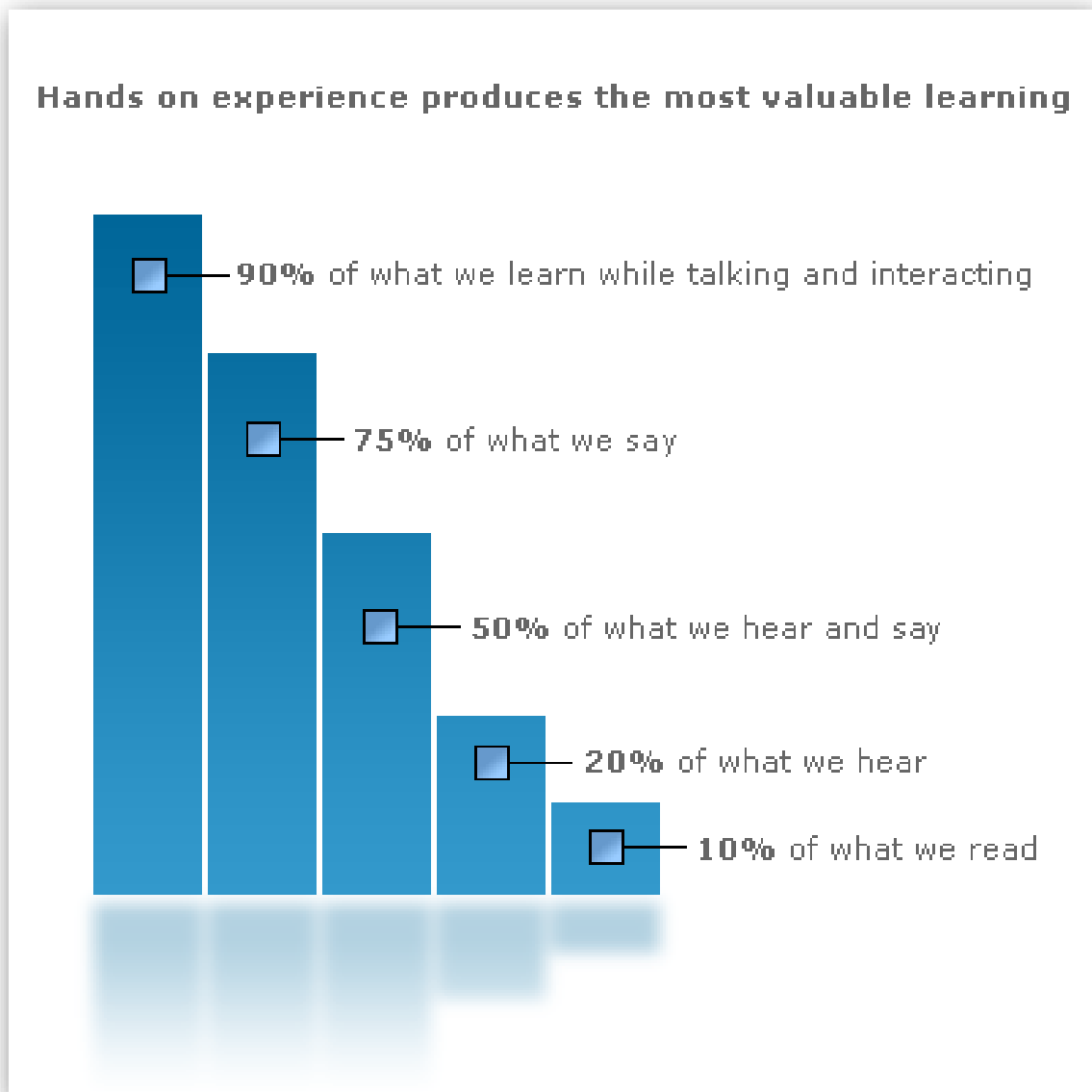
Problem-based  
Project-based  
Relational skills  
Student-centered  
Student presentations

**What do they need to know to become what God wants them to be?**

The needs of people  
The Word of God  
The process of biblical application

**How can we more effectively address the needs of student/leaders?**

Model what we teach and allow students to put it into practice  
Listen to the needs and concerns of students



# Accelerated Teaching for Adults

## Vision statement:

To lead people

- (1) to love God
- (2) to love the people of God
- (3) to love the lost

## Purpose:

To glorify God by assisting local churches to equip believers in their culture and language to live and minister based on the Word of God. This equipping includes

- (1) Biblical knowledge
- (2) Christian character
- (3) Ministry skills

## Distinctives:

- (1) Biblically based
- (2) Affective learning – character development
- (3) Self-assessment, purpose-driven, and Significance
- (4) Leadership development
- (5) Relationship skills in the classroom
- (6) Best practices—active student-centered learning
- (7) Multiple learning components—rich materials

## Goals:

To lead people into Christlikeness in thought, belief, behavior, relationships, leadership, and ministry.

## Assumptions:

- (1) Adults learn in different ways.**
  - a. Visually
  - b. Relationally
  - c. Kinesthetically
  - d. Musically
  - e. Storytelling
  - f. Proverbs
  - g. Role playing
- (2) Everyone benefits when multiple learning styles are incorporated.**
- (3) Students should be treated as the leaders they are becoming.**
- (4) The number one problem in education today is the failure to motivate learners—to get them into action.**
- (5) Teaching that impacts is not head-to-head, but heart-to-heart.**

- (6) Teaching does not take place until the students have learned.
- (7) It is the teacher's mission is to excite the minds of the students, to stimulate their thoughts.
- (8) True teaching is not that which gives knowledge; but that which stimulates students to gain it.
- (9) The best learning happens in real life with real problems and real people—and not in traditional lecture classrooms.
- (10) Learning should be interesting through the use of stories.
- (11) Learning should be FUN.
- (12) Information without application is incomplete.
- (13) Knowledge without application leads to pride.
- (14) The three goals of teaching are:
  - a. First, teach people how to think.
  - b. Second, teach people how to learn.
  - c. Third, teach people how to work.
- (15) The four basic skills students need to master are:
  - a. Reading
  - b. Writing
  - c. Listening
  - d. Speaking

#### Methods:

##### **(1) Create standardized syllabi and course materials incorporating Best Practices.**

- a. Standardized teaching is beneficial for students.
- b. Standardized materials are beneficial for instructors.
- c. Standardized instruction should incorporate active, authentic, critical, cross curriculum, engaged, flexible, integrated, interactive, multimedia, problem-based, project-based, real life, relevant, rich content, student-centered, transformational, and visual components.
- d. Standardized teaching incorporates best practices, resulting in real learning (rather than the illusion of learning).

**SUMMARY: Model servant-leadership by focusing on helping your students learn in ways that maximize the unique personality, spiritual gifts, and natural abilities God gave them.**

##### **(2) Incorporate the Seven Good Practices in Higher Education**

- a. Out of classroom instructor contact through email – Instructor as mentor and companion
- b. Peer interaction
- c. Active learning – going beyond passive listening
- d. Rapid feedback – specific improvement
- e. Time on task – 120 hours
- f. High expectations – Low expectations = soft bigotry

- g. Multiple learning styles – listening, discussing, seeing, doing, presenting

**SUMMARY: Show your students love by spending time with them, interacting with them, giving them feedback, monitoring their time management, expecting the best from them, and customizing your teaching for them.**

### **(3) Incorporate the Seven Laws of the Learner**

- a. Learner – it is the responsibility to cause the student to learn
- b. Expectations – communicate high expectations and students will stretch
- c. Application – provide real life applications
- d. Retention – make it easy to remember
- e. Need – address their deepest spiritual, relationship, and ministerial needs
- f. Equip – equip them to be servant-leaders – give them tools and teaching experiences
- g. Revival – address the mind, will, and emotions with stories and quotes

**SUMMARY: Provide real life application, make it easy to remember, address their deepest needs, touch their minds and hearts, and equip them for service.**

**WARNING: Knowledge puffs up; but love/application builds up.**

### **(4) Incorporate the Seven Laws of the Teacher**

- a. Teacher – always learning and improving through reading and applying
- b. Education – create favorable conditions for self-learning – salt their oats
- c. Activity – ideas must be experienced
- d. Communication – build bridges for thoughts to travel across
- e. Heart – address the emotions through personal, biblical, and heroic stories
- f. Encouragement – internal motivation unlocks the mind
- g. Readiness – the student is prepared by pre-session work

**SUMMARY: Involve students in learning, touch their emotions, and encourage them.**

### **(5) Incorporate Multiple Learning Styles**

- a. Linguistic/verbal – reading, summarizing, listening, stories, outlining
- b. Logical/mathematical – solving problems, formulas
- c. Spatial/visual – charts, diagrams, drawing, pictures, blueprints, painting
- d. Bodily/kinesthetic – writing, typing, drawing, talking, fieldtrips
- e. Musical/rhythmic – music in the background, singing, playing, poetry, hymns, worship
- f. Interpersonal/social – discussing, pair and share
- g. Intrapersonal/reflective – critical thinking, reflection
- h. Naturalist/nature – outdoor meetings, walks and talks, hiking, campouts, pictures.

**SUMMARY: Teach to the whole brain, not just a part of it.**

### **(6) Incorporate the Cone of Learning**

- |                  |     |
|------------------|-----|
| a. Reading       | 10% |
| b. Listening     | 20% |
| c. Pictures      | 30% |
| d. Movie         | 50% |
| e. Demonstration | 50% |
| f. Discussion    | 70% |
| g. Teaching      | 90% |

**SUMMARY: Create an environment where students can participate, discuss, and teach.**

**(7) Incorporate Learner-centered teaching**

- Active** – debate, discuss, research, and solve real world problems
- Social** – learning teams, discussion, peer review, and feedback
- Learner choices** – samples to follow, pick topics of interests, alternative assignments
- Engaged learner** – students are involved in what they study
- Student ownership** – journaling, exhibits, self-analysis, evaluations
- Learning activities** – peer coaching and mentoring, group projects, simulations, field trips, role-playing
- Teaching practices** – outcomes, group work, assessment, samples, projects, simulations, dialogue

**SUMMARY: Remember, the teacher exists for the student, not the other way around.**

**(8) Incorporate Servant-Leadership Modeling**

- Leadership is based on integrity
- Leadership comes out of spiritual disciplines
- Leadership is influence
- The leader exists for the people, not the other way
- Leadership is about pleasing God
- Leadership is involving people in the areas on their strengths

**SUMMARY: Servant leadership must be taught and modeled in every course**

**(9) Incorporate the Enhance Student Learning Process**

- Provide instructional clues in assignments and exams
- Provide active learning time in addition to lecture
- Provide meaningful feedback and correction
- Convey enthusiasm for both the student and the subject
- Evaluate your teaching effectiveness often classes and courses
- Utilize effective presentation skills using visuals, stories, quotations, and interaction
- Accommodate adult learning styles based on life experience

**SUMMARY: Let students know what to expect, guide them in learning, show enthusiasm, teach from your strengths to their strengths, and DON'T WASTE THEIR TIME.**

**(10) Incorporate Adult Learning Styles**

- a. Students are sharing, discussing, applying, critiquing, asking questions, and presenting at least 50% of the time.
- b. Students are transferring text into charts, diagrams, graphics, and illustrations.
- c. Topics are real-life based primarily on current student needs.
- d. Learning is problem-based, project based rather than exam-based.
- e. Students are treated with the respect that is due church leaders.

**SUMMARY: We are teaching adults, not children; we must respect them as adults and expect adult-level work from them.**

**(11) Focus in Biblical knowledge that results in character development (Phil. 4:8).**

- a. Meditation = focusing thinking
- b. Focused thinking = beliefs
- c. Beliefs = values
- d. Values = emotions
- e. Emotions = Behaviors

**SUMMARY: Teaching Biblical knowledge without focusing on character development will only lead to pride and division.**

**(12) Incorporate student centered teaching methods--engagement.**

- a. Coaching –everyone needs coaching to improve
- b. Mentoring –everyone needs mentoring to grow to full potential
- c. Needs based – everyone is struggling with something
- d. Real life situations – everyone wants relevant information they can use
- e. Peer interaction – everyone wants to be heard
- f. Role play – everyone needs to open their minds to new possibilities
- g. Case studies – everyone needs to learn critical thinking skills

**SUMMARY: The more students are involved in learning, the more they will remember.**

**(13) Incorporate problem-based learning.**

- a. Lack of spiritual progress – overcoming barriers and building bridges
- b. Lack of biblical knowledge (the big picture)
- c. Lack of relational skills – team leadership dynamics
- d. Lack of leadership skills
- e. Lack of counseling skills
- f. Lack of convictions and ethics – examples and heroes, the persecuted church

**SUMMARY: Men are natural problem-solvers; if there is no problem why should they learn.**

**(14) Incorporate critical thinking skills.**

- a. Clarity
- b. Accuracy
- c. Precision
- d. Relevance
- e. Depth
- f. Breadth
- g. Logic
- h. Significance
- i. Fairness

**SUMMARY: Critical thinking skills will help students avoid many of the problems of ministry.**

- (15) **Incorporate teacher training in utilizing best practices based on the culture**
  - a. Seven Principles of Good Practices
  - b. Seven Laws of the Learner
  - c. Seven Laws of the Teacher
  - d. Eight Ways to Teach
  - e. Cone of Learning/Learning Pyramid
  - f. Learner-centered Teaching
  - g. Enhancing Student Learning
  - h. Critical Thinking

**SUMMARY: There is a synergy that occurs with the addition of each best practice. The goal is to make each course a little better than the last.**

- (16) **Incorporate movies, music, stories, pictures, charts, and graphics.**
  - a. Visuals multiply what students remember
  - b. Visuals make learning interesting and fun

**SUMMARY: I see and I remember.**

- (17) **Incorporate the strengths of informal teaching strategies.**
  - a. Informal learning is far more effective than formal learning
  - b. Informal learning creates intrinsic motivation, not just extrinsic motivation

**SUMMARY: Jesus' teaching was primarily informal.**

- (18) **Incorporate team building activities such as campouts, work projects, mission trips.**
  - a. Team-building allows students to get to know instructors
  - b. Team-building allows instructors to get to know students
  - c. Team-building creates natural bridges for communication
  - d. Nightly worship/singing time
  - e. After class discussion
  - f. Field trips/mission trips
  - g. Role Play

- h. Role reversal
- i. Learning is applied between sessions and reported and evaluated at the beginning of the next session

**SUMMARY: Life and ministry are primarily relational.**

- (19) **Cross-curricular components are incorporated in every course**
  - a. Worship
  - b. Fellowship
  - c. Discipleship
  - d. Ministry
  - e. Evangelism

**SUMMARY: Major on the majors in every course; and minor on the minors.**

- (20) **Encourage students to develop the skills of artists, actors, and speakers.**
  - a. Display their best work
  - b. Invite their families and the public to see and hear them
  - c. Post their work on the School website

**SUMMARY: Let students build on their strengths—and share what they are learning.**

- (21) **Teach students to read, write, and think.**
  - a. Read and paraphrase
  - b. Write and reflect
  - c. Think critically

**SUMMARY: Reading, writing, and thinking are vital life skills.**

- (22) **Teach students to summarize what they read and how to translate it into charts.**
  - a. Creating charts helps students to internalize and understand what they are learning.
  - b. Creating charts helps students to teach what they know.

**SUMMARY: Charting is a learning and teaching skill.**

- (23) **Each course will have the following components:**
  - a. A sermon component.
  - b. A servant-leadership component.
  - c. A lay counseling component.
  - d. A ministry component.
  - e. A motivational component.
  - f. A hero component dealing with sacrifice (Heb. 11).
  - g. A mentoring component.
  - h. A marriage/family component.
  - i. A worship and prayer component.

- j. A discipling component.

**SUMMARY: Courses focus on real life learning; not artificial tests.**

- (24) Lecture will be limited to ten minutes per hour including review of last week's lesson, overview of this week's lesson, and preview on next week's lesson.
  - a. Reading is only 10% effective
  - b. Lecture is only 20% effective
  - c. Pictures are 30% effective
  - d. Demonstrations are 50% effective
  - e. Discussion is 70% effective
  - f. Student presentations are 90% effective

**SUMMARY: I hear and I forget, I see and I remember, I do and I understand.**

- (25) The majority of class-time is spent on turning content to charts, application, role play, discussion, and developing strategies.
  - a. It is easier for students not to think when the teacher gives all the answers.
  - b. Interaction is where real transformational learning takes place

**SUMMARY: Make the students do the work; if the teacher does most of the work, students will grow dependent and not know how to teach themselves.**

- (26) Begin where students are—and bring them to where they need to be.
  - a. Don't frustrate them
  - b. Don't lower your expectations

**SUMMARY: Do not provoke your students to wrath.**

- (27) The Priority of Christian Character.
  - a. Purpose Driven Life
  - b. Experiencing God
  - c. Spiritual disciplines
  - d. Search for Significance
  - e. Self-assessment
  - f. Spiritual gifts
  - g. Bible heroes
  - h. Spiritual warfare

**SUMMARY: The goal is Christian character not mere knowledge.**

- (28) The Necessity of Ministry Skills.
  - a. Relational intelligence
  - b. Communication skills
  - c. Listening and caring skills
  - d. Peacemaking skills

- e. Leadership skills
- f. Team building
- g. Love and Respect

**SUMMARY: The goal is ministry not mere knowledge.**