



<b>Adult PowerLearning Applications</b>	
<b>1</b>	Implement contact between students and faculty through weekly emails, phone calls, potlucks, having meals together, sports, games, and other team-building activities.
<b>2</b>	Implement interaction and cooperation among students through discussion, group projects, peer-review, group study, pair-and-share, and presentations.
<b>3</b>	Implement active learning methodologies: project-based, inquiry-based, real-life, case-studies, discussion, experiments, mentoring, interviews with experts, charts, research papers.
<b>4</b>	Implement high expectations through incorporating real-life situations and problems, peer review, exhibiting samples of exemplary work. Allow students to customize their assignments to deal with ministry situations that they are currently facing.
<b>5</b>	Implement prompt feedback through emailing reactions to papers and returning work by the next session
<b>6</b>	Implement time on task. Time + focus = learning. Students should expect to spend at least five hours each week for 14 weeks on their studies.
<b>7</b>	Implement choice and multiple ways of learning. Allow students to utilize their diverse learning strengths in doing their assignments—as well as strengthening their areas of weakness.
<b>8</b>	Accommodate verbal/linguistic learners through stories, providing notes, reading and discussing books and articles, acrostics, case studies, short essays, research papers, jokes, analogies, illustrations.
<b>9</b>	Accommodate logical/mathematical learners through spreadsheets, experiments, classifying and organizing information, problem-solving, flow charts, outlines, formulas.
<b>10</b>	Accommodate visual/spatial learners through PowerPoint, photos, detailed graphics, charts, flow charts, maps, graphical organizers, visual puns, visual analogies, mind-mapping, diagrams, streaming video, videos, photo essays.
<b>11</b>	Accommodate musical/rhythmic learners through playing and composing worship, hymns, poems, rap that relates to the subject matter.
<b>12</b>	Accommodate bodily/kinesthetic learners through hands-on manipulation of objects, typing, note taking, video-games, drama, skits, fieldtrips, choreography,
<b>13</b>	Accommodate interpersonal/social learners through small group discussion, role play case studies, role reversal, consensus building, multiple perspectives, conflict management, motivation, team-building.
<b>14</b>	Accommodate intrapersonal/reflective learners through reflection, meditation, role play, personality and assessment surveys, discussing feelings, metacognitive activities, dramatic videos.
<b>15</b>	Accommodate naturalist/outdoor learners through trips to zoos, museums, parks, farms, deserts, mountains, oceans, camping trips, hiking, retreats, meeting outdoors, nature photos, churches
<b>16</b>	Incorporate community building through discussion, small group projects, peer review, sharing testimonies and brief autobiographies, writing a resume, going on a hike or retreat.
<b>17</b>	Incorporate faculty initiated contact through emailing weekly encouraging announcements, responding to reflection paper questions and concerns, and proactively contacting students who miss a session.
<b>18</b>	Incorporate worldwide technologies such as email attachments, Internet research, PowerPoint, search engines, external links to resources.
<b>19</b>	Incorporate scaffolding/structure through FAQs and rubrics, samples of exemplary work, guidelines, intermediate deadlines, tutorials, and standardized syllabi.
<b>20</b>	Incorporate good workload through explaining in syllabus each assignment's connection with learning how to learn, communicate, and collaboration in ministry and the workplace.
<b>21</b>	Incorporate encouragement and enthusiasm in each lesson through opening remarks, story-telling, illustrations, humor and jokes, sharing personal autobiographical stories, sharing funny stories, video clips, emoticons, comic strips, music, and rewards for work well done.