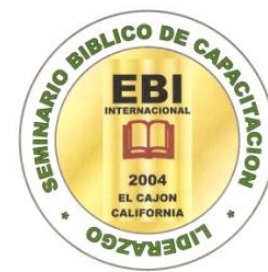


## Faculty Development Materials

### Equip Biblical Institute Seminary Level Training for Local Churches

### Church Planting Training Centers Christian Character and Leadership Development



EBI has grown to over 1,200 students by providing innovative courses on Bible knowledge, character and leadership development, and ministry skills based on accelerated learning strategies. The goal is to maintain both flexibility to student needs and rigorous academic excellence.

It is recommended that students give an honorarium to their professors of \$100 per 2-unit undergraduate course. In other countries the honorarium varies based on the local economy.

The purpose of faculty development is to enhance your performance as teachers and mentors of students, and as contributors to the advancement of knowledge and practice as it relates to the mission and values of Southern California Seminary and Equip Biblical Institute. The goal is more than gathering and delivering information; the goal is personal life change and community transformation.

To ensure that students are receiving the best educational experience possible, it is important that EBI develop the talents of students and faculty to the fullest extent. Students are encouraged to take two courses per semester as part of a 5 year cohort or sequence of courses.

Fourteen-week courses begin the second week of January, May, and September. Southern California Seminary and EBI are committed to excellence in Christian leadership and service. Students must keep the portfolios to transfer their courses to Southern California Seminary.

The EBI-SCS articulation agreement with Southern California Seminary for the transfer of degrees in the Bachelor of Arts makes EBI unique among Bible institutes. To uphold the EBI-SCS articulation agreement, EBI has adopted the Carnegie Unit Requirements and provides these Faculty Development Materials to the instructors and directors each year to enable them to teach next generation leaders more effectively. Thank you for reviewing this material with faculty each year.

Since the most effective way to learn something is to teach it—you are in for a great learning experience! Syllabi, portfolios, notes, and training materials are available by emailing [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu).

EBI is committed to developing students' ability to humbly lead others, to read for comprehension, to apply concepts to real life, to communicate effectively, to speak confidently, and to write books.

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### Academic Calendar

**Spring Semester** ..... **January—April**  
 Students turn in course enrollment and order books for the next course ..... November 8  
**Course Start Date** ..... **January 8**  
 Course End Date ..... April 18  
 Training center directors send course roster and grades to EBI by mail or email ..... April 28

**Summer Semester** ..... **May—August**  
 Students turn in course enrollment and order books for the next course ..... March 8  
**Course Start Date** ..... **May 8**  
 Course End Date ..... August 18  
 Training center directors send course roster and grades to EBI by mail or email ..... August 28

**Fall Semester** ..... **September—December**  
 Students turn in course enrollment and order books for the next course ..... July 8  
**Course Start Date** ..... **September 8**  
 Course End Date ..... December 18  
 Training center directors send course roster and grades to EBI by mail or email ..... December 28

1-unit courses are between 48 and 60 course hours over 10 weeks.  
 2-unit courses total a minimum of 96 course hours over 14 weeks.\*  
 \*2-unit courses meet for 14 weeks with 2 hours of class time and 4 hours of homework.

At the end of April, August, and December email Course Roster and Grade Report to [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu)

## Incorporating Academic Excellence



## Incorporating the Continuous Improvement Process

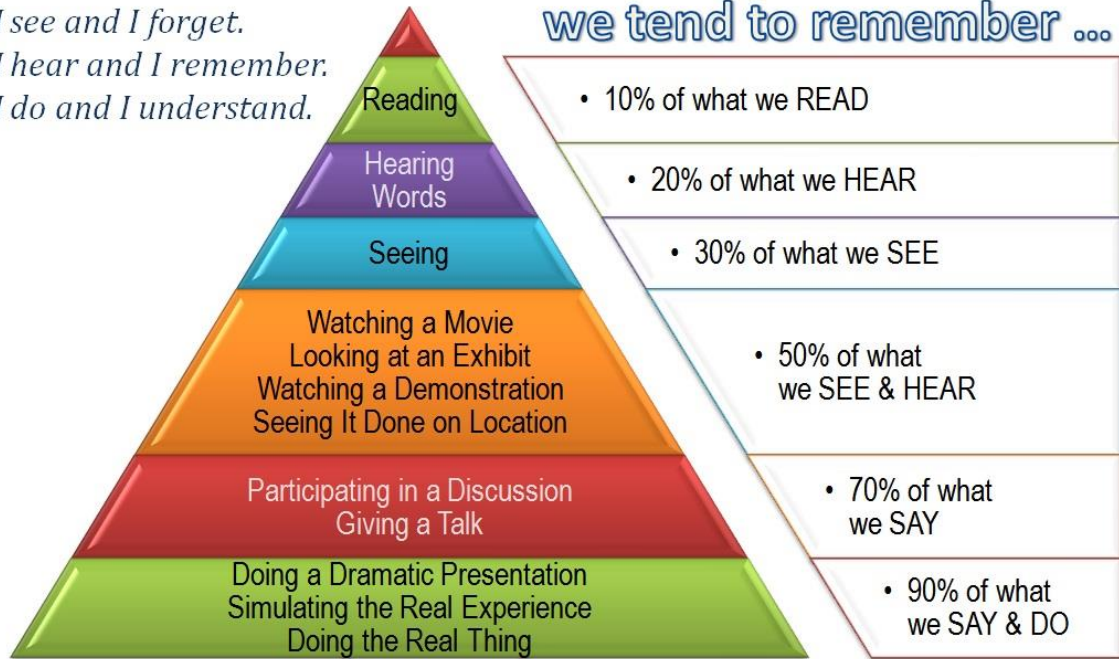
EBI is involved in the continuous improvement process. Education is continuously changing and developing new approaches to learning. Each year accreditation standards are raised and schools are required to adapt to these new standards to maintain articulation agreements. As a part of the **continuous improvement process**, EBI holds to the following commitments:

1. EBI is committed to **academic excellence**. As part of the continuous improvement process, EBI is adding charts, graphical organizers, mind-maps, notes, resolutions, and study guides with the goal of transforming lives and transforming communities.
2. EBI is committed to **staying current**. Each year new textbooks become available and older books go out of print. As a result, the textbooks in the syllabi must be changed according to what is currently available.
3. EBI is committed to **staying cutting edge**. This process is rigorous and time-intensive, but necessary if EBI is to continue growing and equipping leaders in the U.S. and Latin America. EBI wishes to thank professors for being flexible in this academic excellence and the continuous improvement process. If a book is out of print, email [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu) so a new syllabus and portfolio can be created.
4. EBI is committed to **differentiated instruction**. EBI is focused on meeting student needs. If the EBI training center needs a basic or advanced course, email [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu) to discuss your unique situation. The goal is to train students where they are—and to bring them to where they need to be for the glory of God. Students are encouraged to take two courses per semester as part of a 5 year cohort or sequence of courses.
5. EBI is committed to **cross-curricular instruction**. Repetition is the key to long-term memory. Based on the need for review, key concepts are repeated in multiple courses to support the life-long learning process. New students join continuing students in the 5 year cohort or sequence of courses. Courses are not repeated until the 5 year sequence is completed.

## Incorporating Accelerated Learning Methodology

# The Cone of Learning

*I see and I forget.  
I hear and I remember.  
I do and I understand.*



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Source: Edgar Dale (1969)

Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, drawing, discussing, applying, and presenting are more effective learning strategies than the passive lecture used in many schools. The result is transformational life change.

## Incorporating Accelerated Project-based Learning Strategies

1. **EBI incorporates Carnegie units.** Each 2-unit class is 2 hours for 14 weeks (or 28 hours total). Professors can email EBI for portfolios and course notes in MS Word that can be opened by the students. Each semester new students may join the existing 5-year cohort and take the first courses at the end of their program. The goal is for each class to have at least 15 students. Each course requires reading, writing, speaking, classroom application, group presentations, and individual projects based on principles of good practice for undergraduate education.
2. **EBI incorporates portfolios to demonstrate academic rigor in each course.** Everything available to the professor is also available to the students—learning is about covering (teaching) the material to the student-leaders, not covering (hiding) the material from the students. Learning is made “mind-easy” based on whole-brain learning research. Students learn how to remember what they read, to write with power, to think critically, to speak publically, to work together, to teach and preach, and to write college-level papers as part of ministry skills. To assure academic and theological quality, only courses using approved EBI portfolios meet EBI requirements.

	Students must keep the portfolios if they intend to transfer their credits to Southern California Seminary.
3.	<b>EBI emphasizes the skills of reading, writing, analyzing, discussing, and application.</b> The learning is student-centered, discussion-based, and <i>project-based</i> to develop long-term learning and real-life ministry and leadership skills. Much of the learning takes place in collaborative teams.
4.	<b>EBI incorporates best practices for adult learning.</b> First, before class the students read the textbooks and answer the portfolio questions. Second, in class they discuss how to apply what they have studied to life, family, and ministry. Third, they create visuals that will help them remember what they have discussed. Fourth, the final exam is take-home, open-book, and found in the portfolio. This learning strategy results in maximum learning and life-change.
5.	<b>EBI incorporates discussion-based and presentation-based learning.</b> Research indicates that discussion-based learning is more effective than short-term memorizing for multiple-choice quizzes because it focuses on real-life application, developing thinking skills, and the mentoring process. The goal is equipping effective servant-leaders and growing healthy evangelistic churches.
6.	<b>EBI incorporates the great books.</b> The books you read and the professors you study under become the mentors who change your life. The EBI curriculum guides each church planter, pastor, leader, and student in assembling a virtual leadership team of the mind comprised of Dr. Max Anders, Dr. Henry Blackaby, Dr. Tony Evans, Dr. Howard Hendricks, Dr. David Jeremiah, Dr. Tim LaHaye, Dr. Aubrey Malphurs, Dr. John Maxwell, Dr. Tom Rainer, Dr. Haddon Robinson, Dr. Daniel Sanchez, Dr. Ebbie Smith, Dr. Ed Stetzer, Dr. Jerry Vines, Dr. Warren Wiersbe, Dr. Bruce Wilkinson, Dr. Harold Willmington, and Dr. Roy Zuck. You will profit from the insights of Josh McDowell, Nelson Searcy, Andy Stanley, Lee Strobel, and Rick Warren. Their teachings will impact your life and ministry in incredible ways.
7.	<b>EBI incorporates the Word of God in every course.</b> The Word of God is powerful—it can change your attitude and your life. The Bible is the foundational textbook of each course, and in each session professors are encouraged to have students read and apply selected passages of Scripture.
8.	<b>EBI leadership training program is Bible-based.</b> The curriculum includes a year of Old Testament courses, a year of New Testament courses, a year of Bible interpretation and application courses, a year of theology courses, a year of teaching and preaching courses, a year of leadership and discipleship courses, and a year of church planting and evangelism courses.
9.	<b>EBI courses include additional assignments for advanced students.</b> Professors are encouraged to use one or more of the recommended books for advanced students to supplement the course. The goal of differentiated instruction is to stretch each student to achieve their full potential.
10.	<b>EBI courses are designed to use Bible reference books</b> including <i>Holman's Illustrated Bible Dictionary</i> to better understand culture; <i>Holman Bible Handbook</i> to better understand context; <i>The Wiersbe Bible Commentary</i> , <i>Life Application Bible</i> , and <i>The New American Commentary</i> to better understand applications; <i>Vine's Complete Expository Dictionary of Old and New Testament Words</i> to better understand the meaning of each inspired Greek and Hebrew word; and the <i>Jeremiah Study Bible</i> for its sermon outlines and applications. Professors will model using both the <i>Holman Bible Dictionary</i> and <i>Vine's Expository Dictionary</i> in each course. The <i>Life Application Bible</i> and <i>Tyndale Handbook of Bible Charts &amp; Maps</i> are great resources for applications, charts, maps, and life application themes for each course.

## Incorporating Carnegie Unit Requirements I-785D Calculation of Assignment Course Hours

### Units for classes are determined on the basis of the Carnegie unit.

California's Title V code, section 55002: One semester unit of credit is equal to a minimum of three hours of work per week for a 16-week semester. Thus, 2 units of credit require six hours of student work per week (2 hours lecture plus 4 hours of homework) for 14 weeks.



### Carnegie units are assigned to 1-unit, 2-unit, and 3-unit courses based on hours.

A 1-unit course is between 48 and 60 course hours and 10-12 weeks.

**A 2-unit course must total a minimum of 96 course hours and 14-16 weeks.\***

A 3-unit course must total a minimum of 144 course hours and 16 weeks.

#### Lecture Hours:

**A 2-unit course includes 20 course hours of in-class lecture and discussion.**

A 3-unit course includes 31 course hours of in-class lecture and discussion.

#### Reading Hours: calculated as 5 minutes per page, divided by 60 minutes.

**A 2-unit course includes 38 hours for reading 450 pages.**

A 3-unit course includes 58 hours for reading 700 pages.

#### Portfolio Written Assignment Hours: calculated as 30 minutes per page.

**A 2-unit course includes 20 course hours to complete a 40-page portfolio.**

A 3-unit course includes 18 hours to complete six 3-page reading summaries.

#### Term Paper Hours: calculated as 3 hours per page.

**A 2-unit course includes 24 course hours to complete an 8-to 10-page term paper.**

A 3-unit course includes 30 course hours to complete a 10-to 15-page term paper.

#### Exam Preparation Hours: calculated as 5 hours per 1 hour of exam time.

**A 2-unit course includes 10 course hours to study for 2 exams.**

A 3-unit course includes 10 course hours to study for 2 exams.

#### Example: A typical 2-unit classroom course

20 course hours of lecture and class discussion.

38 hours of out-of-class reading/writing (450 pages, multiplied by 5, divided by 60).

24 course hours for completing an 8-to 10-page term paper.

20 course hours for completing a 40-to 50-page portfolio.

10 course hours of midterm and final exam preparation (5 hours per 1 hour exam).

**Total of 96-112 course hours (2 units)**

#### Example: A typical 3-unit classroom course

31 course hours of lecture and class discussion.

58 hours of out-of-class reading (700 pages, multiplied by 5, divided by 60).

30 course hours for completing a 10-page term paper.

18 hours for completing six 3-page reading summaries.



10 course hours of midterm and final exam preparation (5 hours per 1-hour exam).

**Total of 147 course hours (3 units)**

\*To maintain high academic standards and student success, EBI meets and exceeds the Carnegie Unit minimum of 96 hours for a 2-unit course by 16 hours so that no student is left behind.

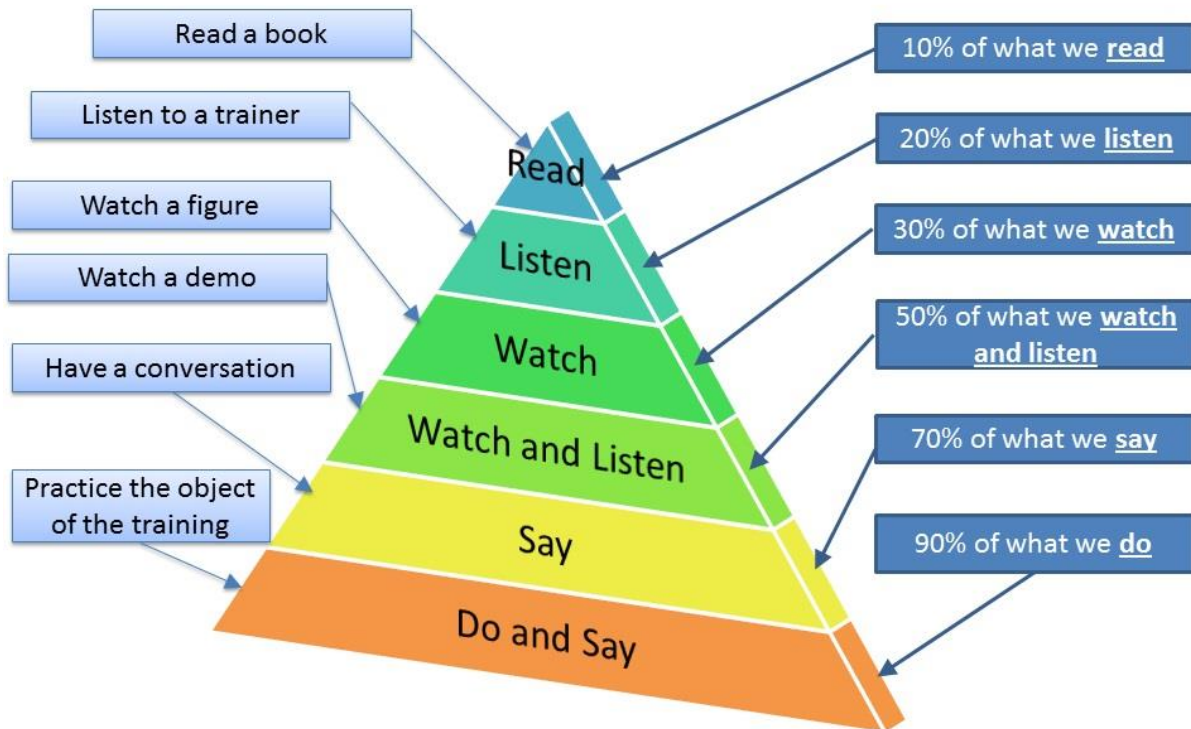
**EBI 2-unit courses meet for 2 hours for 14 weeks (96 hours) unless otherwise stated.**

High expectations attract successful students—low expectations do not attract successful students. No one is excited by mediocrity. The temptation to lower standards and reduce learning must be resisted. For this reason EBI incorporates Carnegie Unit Requirements in course design.

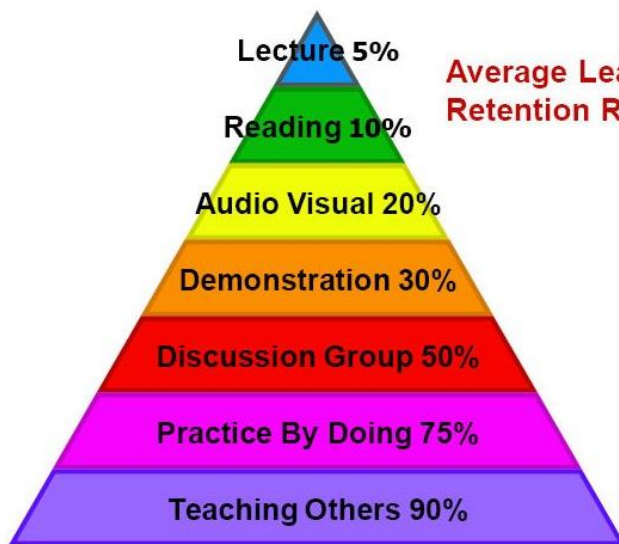
<b>Class Schedule</b>	
<b>5:45-6:00</b>	Before class have a secretary grade completed homework in the portfolios.
<b>6:00-6:20</b>	A 20-minute student-led prayer time, review of previous week, and introductory lecture.
<b>6:20-7:20</b>	A 60-minute discussion of (1) observations, (2) interpretations, and (3) applications based on readings and focusing on current ministry situations related to making disciples and developing leaders.
<b>7:20-7:40</b>	A 20-minute active group learning exercise.
<b>7:40-7:55</b>	A 15-minute period for group reports and review of the key ideas and lessons learned.
<b>7:55-8:00</b>	A 5-minute break between classes at the end of the class session.
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
<b>7:55-8:00</b>	Before class have a secretary grade completed homework in the portfolios.
<b>8:00-8:20</b>	A 20-minute student-led prayer time, review of previous week, and introductory lecture.
<b>8:20-9:20</b>	A 60-minute discussion of (1) observations, (2) interpretations, and (3) applications based on readings and focusing on current ministry situations related to making disciples and developing leaders.
<b>9:20-9:40</b>	A 20-minute active group learning exercise.
<b>9:40-10:00</b>	A 15-minute period for group reports and review of the key ideas and lessons learned.
<b>10:00</b>	Professor-led prayer for blessing on students.



## Incorporating the Cone of Learning to Improve Memory Retention Rates



Since adults learn in multiple ways, portfolio-based learning incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools.



### Average Learning Retention Rates

### Best Practices in Education

To increase long-term learning retention rates, each portfolio focuses on involving students in reading, reflecting, writing, applying, illustrating, demonstrating, discussing, practicing, and teaching others in individual and group presentations.

Course Roster Grade Report

Equip Biblical Institute - Church Planting Training Centers

Course Roster Grade Report

Course Code	Course Title	City of the Training Center	Professor	Start Date Month/Day/Year	End Date Month/Day/Year	Units
						2
Textbook 1:						
Textbook 2:						

Points	50	50	50	50	50	50	100	50	50	50	50	150	100	100	1000			
Student Names	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Term Paper 13	Presentation 13	Final Exam 14	Total Points	Final Grade	

**Student Evaluation**

Portfolio Assignments/Attendance .....	55%
Midterm Exam .....	10%
Presentation .....	10%
Term Paper .....	15%
Final Exam .....	10%
Total .....	100%

Professor Signature	Date
X.	

Training Center Director Signature	Date
X.	



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### Developing Transformational Leaders

The mission is to develop transformational leaders. The goal is to bring students from where they are to the next level. Since most students and leaders learn best in small groups, it is important to follow these guidelines:

1. **Encourage stronger students to assist struggling students.** This will benefit both students as it exemplifies Christian discipleship and re-enforces the memory of stronger students.
2. **Lecture no more than 10-20 minutes in a 2-hour session.** Students learn better with discussion, sharing, and application. They remember more of what they say than what they hear.
3. **Discuss the portfolios in groups for 60 minutes.** This allows stronger students to help weaker students become strong. The goal is to bring students from where they are to the next level of leadership. TEAM = Together Each Accomplishes More.
4. **Remind students that the purpose of the group activities is to give students experience in how to learn and work together in teams** as they will in real life and ministry.
5. **Remind students that the purpose of the group presentations** is to give students experience in how to preach, teach, and articulate their beliefs as they will in real life and ministry.
6. **Have a secretary monitor absences, tardiness, and homework completed in the portfolio at the beginning of each class session.** This will encourage high expectations on the part of students, ensure that the class discussion will be of the highest quality based on the textbooks, and avoid the temptation of procrastination, which is the student's worst enemy.
7. **Contact and encourage students who miss class by email, social media, and cell phone.** Remember how you felt as a student. Share course notes by email or Facebook. Their success is your success. New students join continuing students in the 5 year cohort or sequence of courses. Courses are not repeated until the 5 year sequence is completed.



<b>Early Bird Enrollment Discount</b>	
<b>Spring Semester</b>	
Students who pay for January courses and order books before <b>November 8.</b>	\$100
Students who pay for January courses and order books after November 8.	\$120
<b>Summer Semester</b>	
Students who pay for May courses and order books before <b>March 8.</b>	\$100
Students who pay for May courses and order books after March 8.	\$120
<b>Fall Semester</b>	
Students who pay for September courses and order books before <b>July 8.</b>	\$100
Students who pay for September courses and order books after July 8.	\$120
<p>Books can take two to six weeks to arrive. The purpose of early enrollment is to make sure each student can receive the next courses' books on the last day of the current class and do the assignment for the first session. Thanks for enrolling early.</p>	

End-of-course Student Survey for Faculty Development			
Course Code and Title			
Each college-level 2-unit course is required to have 28 hours of classroom discussion, 56 hours of homework, 450 pages of reading, a 50-page portfolio, and a 10- to 15-page term paper to be transferable.			
	Check your answer	Agree	Disagree
1.	This course met or exceeded my expectations.	✓	
2.	This course enabled me to develop my reading skills.		
3.	This course enabled me to develop my writing skills.		
4.	This course enabled me to develop my thinking skills.		
5.	The discussions helped me to apply this course and the Bible.		
6.	The professor was interesting and encouraging.		
7.	I would like to take other courses with this professor.		
8.	What are the three most important things you learned in this course?		
9.	How did this course affect your life and ministry?		
10.	What positive recommendations and encouragement do you have for the professor?		
11.	In what ways did you find the textbooks to be helpful?		

Faculty Ministry Agreement											
<p>The purpose of this agreement is to clarify expectations between professors and training center directors in regard to teaching requirements and payments.</p>											
City of the Training Center		Special instructions regarding classroom, keys, reporting attendance and grades, honorariums, ordering books:									
Name of Professor											
Mailing Address of Professor											
Phone of Professor											
Training Center Classroom											
Day of Week & Times											
Start & End Dates											
<p><i>By signing this ministry agreement we agree to fulfill the teaching assignment according to the EBI catalog, syllabi, portfolios, and faculty orientation FAQ to ensure the transferability of credit to Southern California Seminary.</i></p> <p>Professor responsibilities include (a) <b>submitting grades and emailing a sample of student work per course to the EBI office</b> before receiving final payment; (b) focusing on facilitating student growth in biblical knowledge, Christian character, and ministry skills; (c) continuing in your own personal spiritual growth; (d) abiding by the EBI Faculty Orientation Handbook to uphold high academic and ethical standards; (e) working cheerfully with others to achieve the goals and purposes of EBI—to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God.</p> <p>Recognizing that professors spend 60-100 hours in preparation for and in teaching each course and grading the portfolios, the honorarium/compensation for this 14-week (28-hour) course will be paid according to the following scale: \$_____ per student or a total of \$_____. Half the honorarium will be given on week 7 and the remainder when the final grades and a sample of the portfolio are submitted to the training center director, or on this date: _____. It is recommended that the students either print their own syllabi and portfolio or pay \$5 for a copy printed at the church.</p>											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; border-top: 1px solid black; border-bottom: 1px solid black;"><b>Professor Signature</b></td> <td style="width: 35%; border-top: 1px solid black; border-bottom: 1px solid black;">Printed Name</td> <td colspan="2" style="width: 30%; border-top: 1px solid black; border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"><b>Training Center Director Signature</b></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">Printed Name</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">Date</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">Phone</td> </tr> </table>				<b>Professor Signature</b>	Printed Name	Date		<b>Training Center Director Signature</b>	Printed Name	Date	Phone
<b>Professor Signature</b>	Printed Name	Date									
<b>Training Center Director Signature</b>	Printed Name	Date	Phone								
<p style="text-align: center;">EBI does not give legal or financial advice.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The IRS considers professors as “Employees” or “Contractors.”</li> <li><input type="checkbox"/> The IRS considers honorariums as “income” regardless of whether the honorarium is given directly by the students to the professor or by the association/church training center director to the professor.</li> <li><input type="checkbox"/> If students give an honorarium to the professor, the professor would be responsible for reporting the income of \$600 or more per year to the IRS.</li> <li><input type="checkbox"/> If students give an honorarium to the training center director, professors would need to complete a W-2 or W-9 to report their Social Security number to the association/church training center director, and the association/site directors would need to complete a W-2 or 1099 to report income of \$600 or more per year to the IRS.</li> </ul> <p style="text-align: center;"><b>Seeking legal and financial counsel through the association or convention is recommended.</b></p>											

<b>Incorporating the Five Steps of Leadership Development</b>		
<b>1</b>	<p><b>I do. You watch.</b></p> <p>As an experienced leader leads a team, an apprentice takes time to observe him or her. Within a few days the two should meet to discuss what the apprentice has observed. This debriefing time should include three simple questions: (1) "What worked?" (2) "What didn't work?" and (3) "How can we improve?" This time of debriefing needs to continue throughout the process.</p>	Demonstrate Encourage
<b>2</b>	<p><b>I do. You help.</b></p> <p>In this phase of development, the leader gives the apprentice an opportunity to help lead in a particular area. For example, if someone is being developed to lead a student ministry small group, the leader might ask that person to lead the prayer time while the experienced leader leads the remainder of the time together. Again, this experience should be followed up with a one-on-one to talk.</p>	Develop Encourage
<b>3</b>	<p><b>You do. I help. We talk.</b></p> <p>Now the apprentice transitions from supporting or helping the leader to taking on most of the leadership responsibilities of the team or group. If a person is being apprenticed to lead a team of sound technicians, he or she will operate the sound system and provide leadership for the other sound technicians. The more experienced leader now begins releasing responsibilities to the new, developing leader. As in the previous steps, the leader and apprentice leader should meet regularly to debrief the ministry experience.</p>	Coach Encourage
<b>4</b>	<p><b>You do. I watch. We talk.</b></p> <p>The apprentice process is almost complete as the new leader grows increasingly more confident in his or her role. Consider how this step might look in a children's ministry. A children's group leader, at this point, would give his or her apprentice the opportunity to fulfill all the functions of leadership, with the more experienced leader now looking on and watching the new leader in action.</p>	Assess Encourage
<b>5</b>	<p><b>You do. Someone else watches.</b></p> <p>This is where the process of reproducing comes full circle. The former apprentice is now leading and begins developing a new apprentice. Ideally, the leader who has developed and released several apprentices will continue to work with those leaders in a coaching capacity.</p>	Multiply Legacy Transformation



## Graduation Requirements

1. Students who complete 8 courses receive the **Certificate** of Biblical Studies in Leadership.
  2. Students who complete 16 courses receive the **Diploma** of Biblical Studies in Leadership.
  3. Students who complete 33 courses receive the **Associate** of Biblical Studies in Leadership.
  4. Students who complete 49 courses receive the **Advanced Associate** of Biblical Studies in Leadership.
  5. Students who complete 65 courses receive the **Second Associate** of Biblical Studies in Leadership.
- 
6. Students who complete 65 courses receive the **Bachelor** of Biblical Studies in Leadership.
  7. Students take two courses each semester so that they can have their careers and ministries in the church while attending class on Sunday or Monday evenings.
  8. Each course is offered in a sequence of 5½ years so that new students can join in any semester and complete the associate in 5½ years.
  9. Training centers begin by offering two courses (101 College Skills and 102 Experiencing God) to train students with study skills.
  10. Training centers provide only two courses per semester, as all students will be taking the same courses during a sequence of 5½ years.
  11. Training centers need to contact EBI to make changes to the academic calendar.



CB Announcements-Balfour - Chris Barr 800-433-0296 [christbass@cbgrad.com](mailto:christbass@cbgrad.com)



<b>How to Pour Encouragement into Young Adult Leaders</b> <b>Three ways to affirm those you influence</b>	
<p>Your words have the power to lift people up or to pull people down.                      Paul was a master of encouragement. See 1 Thessalonians 1:1-3; 5:11.                      Encouragement = Comfort + Edification                      Encourage young adults by focusing on internal character qualities, not natural abilities.</p>	
1.	<p><b>Dwell on integrity rather than prosperity.</b>                      Focus on virtue and doing the right thing over getting rich.                      Focus on attitude over physical beauty.                      Focus on character over ethnicity.                      Focus on effort over accomplishment.                      Focus on moral sanctification over material success.                      Focus on affirming the virtues of happiness, humility, integrity, and joy.                      Focus on affirming the virtues of kindness, love, patience, and self-control.</p>
2.	<p><b>Dwell on grace rather than works.</b>                      Focus on the process of sanctification taking place.                      Focus on unconditional acceptance.                      Focus on approval for doing the right things with the right attitude.                      Focus on what they are doing right rather than wrong.                      Focus on their strengths rather than their weaknesses.</p>
3.	<p><b>Dwell on the future rather than the past.</b>                      Focus on tomorrow over yesterday.                      Focus on hopes over hurts.                      Focus on learning from past failures to move on to future victories.                      Focus on future potential over past problems.                      Focus on affirming dependability, faithfulness, leadership, loyalty, relationships.</p>
Application Questions for Leaders	
1	How are we affirming integrity?
2	How are we affirming grace?
3	How are we affirming the future?

### Instructions for Professors and Training Center Directors

Thanks for making EBI available to your students. Together we are equipping over 1,000 next-generation leaders, pastors, and church planters. Your help in the following areas is appreciated.

1. At the end of the course send new student applications with the class grade reports so registrar can enter them in the database together.
2. Fill out student applications completely, including full name, date of birth, and degree programs. Since EBI has over 1,200 students, there are many students with the same first and last names.
3. Fill out the complete names (including middle names and all last names) of students in the class grade reports.
4. Start courses during the second week of January, May, and September as per the EBI calendar. The database allows for only fall, spring, and summer semesters.
5. Courses must last 14 weeks and meet for a total of 28 classroom hours and/or online hours to be transferable to Southern California Seminary.
6. Follow the EBI grading rubric. If every student in your class earns an A, then it is time to raise the academic standard.
7. Read the EBI catalog on the website so you can answer student questions and follow the latest EBI policies.
8. Follow the 5-year cohort or sequence of courses. Include new students with continuing students. Do not re-offer courses until the 5-year sequence is completed.
9. Review the Faculty FAQ and Faculty Development Materials so you are current with recent changes required by Southern California Seminary and its accreditation agency.
10. Follow EBI Leadership Development Church Planting Training Centers on Facebook at <https://www.facebook.com/EBIChurchPlanting> to keep up with news and events—and upload photos of your EBI training center.

Once a semester contact Dr. Gary Woods via email, phone, and/or Skype to address issues or concerns at the training centers and to encourage one another.

EBI is rapidly growing, so keeping our records up to date is essential. Following these guidelines will make the work of the registrar more efficient and allow for EBI to equip more leaders for the work of the ministry. It will also keep EBI in good standing with Southern California Seminary.

Thanks for your cooperation.

Blessings,

Dr. Gary Woods  
(619) 590-2141  
[gwoods@socalsem.edu](mailto:gwoods@socalsem.edu)



## Is EBI Right for You and Your Church?

Church Leadership Training Centers  
Integrity Development

**EBI is not for everyone.**

**EBI is like Awana™ for adults.**

**EBI is Accelerated Leadership Training.**

**EBI is something an entire church can do together.**

**EBI is for those committed to church planting and church growth.**

**EBI is for those committed to discipleship, integrity, and spiritual development.**

**EBI is designed for next-generation leaders who cannot afford to attend college or seminary due to finances, location, responsibilities, or time constraints.**

### Check the following which relate to you.

- You want your entire church to incorporate church planting into its DNA.
- You are committed to accelerated adult learning strategies based on application.
- You are committed to becoming an intentional disciple-making church.
- You are committed to being a part of a band of brothers who sharpen one another.
- You are committed to developing a biblical worldview, courage and character, and ministry skills.
- You are committed to developing coaching, mentoring, and relational skills.
- You are committed to equipping young adults and developing next-generation leaders.
- You are committed to improving your communication, teaching, and preaching skills.
- You are currently involved in ministry and want to go to the next level.
- You are able to attend class one night a week for 4 hours plus 8 hours of homework.
- You are a bivocational pastor and cannot afford Christian college or seminary.
- You are a working adult and cannot leave your day job to attend day classes.
- You do not have time for traditional college 4 days a week.
- You are not interested in accreditation, but in being equipped for the work of the ministry through rigorous study and robust application of biblical truth to real life situations at an affordable price.
- You learn best face to face in the classroom with an experienced mentor or coach.
- You enjoy learning together with like-minded believers who will encourage and strengthen you.

If you can attend a Christian college or learn best online, then you are encouraged to explore the undergraduate programs of accredited schools such as California Baptist University, Liberty University, Southern California Seminary, and Southwestern Baptist Theological Seminary.

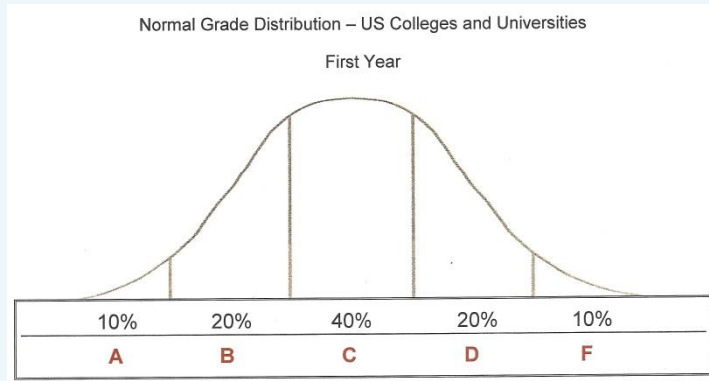
However, if you cannot afford Christian college, or learn best face to face in the classroom with a coach/mentor, AND you are able to attend class one night a week, THEN EBI leadership training might be just what you and your church needs.

What makes EBI unique among Bible institutes is that while EBI is not accredited, up to 66 units of EBI credit are transferable to Southern California Seminary's Bachelor of Arts degree. Students who plan to transfer must maintain their portfolios and term papers for verification. This allows students to complete their undergraduate degree at an accredited institution at a fraction of the cost.

**Normal Grade Distribution – U.S. Colleges and Universities**

- 10% of students do more than is expected and earn an A.
- 20% of students do all their work with excellence and earn a B.
- 40% of students do all their work with diligence and earn a C.
- 20% of students do all their work with excellence and earn a D.
- 10% of students do less than 60 percent of the work and earn an F.

The Carnegie Unit and Student Hour equals 96 study hours for 2-unit courses.

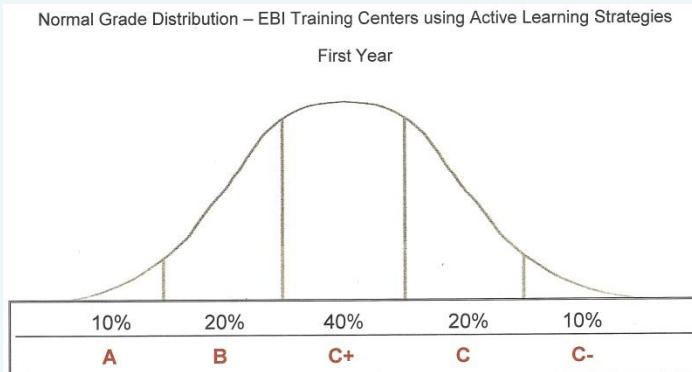


**Normal Grade Distribution – Equip Biblical Institute**

EBI follows best practices of active learning and accelerated teaching techniques; thus, grades are usually higher than at community colleges. This is also because EBI professors are committed to student success and adult students are motivated to learn. The grade distribution rises as students learn advanced learning and study skills.

- 10% of students do more than is expected and earn an A or A-.
- 20% of students do all of their work with excellence and earn a B.
- 40% of students do all of their work with diligence and earn a C+.
- 20% of students do all of the work and earn a C.
- 10% of students do most of the work, but struggle with the projects and earn a C-.

The Carnegie Unit and Student Hour Requirements require 96 study hours for 2-unit courses.



Caution: Studies indicate that when students are assigned an “A” for average work, students lower their standards and develop a closed entitlement mindset.

Standard University Late Policy	
<p>Assignments that are submitted <b>after the due date without prior approval</b> from the instructor will receive the following deductions:</p>	
1.	<p>Late assignments submitted <b>within one week</b> will receive a <b>20% deduction</b>. 1-7 days late without prior approval.</p>
2.	<p>Assignments submitted <b>more than one week late</b> will receive a <b>40% deduction</b>. 8-14 days late without prior approval.</p>
3.	<p>Assignments submitted <b>two weeks late or after the last day of class will not be accepted</b>. 15 or more days late without prior approval.</p>
<p>Special circumstances (e.g., death in the family, hospitalization, personal health issues) will be reviewed by the instructor on a case-by-case basis. Otherwise, to allow students to submit late work without a penalty is to reward behavior that is detrimental to the student in the long term.</p>	

Student Contract Grading Rubric			
Grade	Requirements	Goal	Earned
A	Exams, portfolio, presentation, and the 15-page paper completed with zero errors	✓	
A-	Exams, portfolio, presentation, and the 14-page paper completed with less than two errors.		
B+	Exams, portfolio, presentation, and the 13-page paper completed with less than two errors.		
B	Exams, portfolio, presentation, and the 11-page paper completed with almost no errors		
B-	Exams, portfolio, presentation, and the 10-page paper completed with almost no errors		
C+	Exams, portfolio, and presentation completed with almost no errors		
C	Exams, portfolio, and presentation completed with only a few errors		
C-	Exams and portfolio completed with only a few errors, needs assistance or coaching		
NC	Students earn less than 700 points or miss more than 3 sessions		
Student Signature			
<p>Since students have different abilities, goals, needs, responsibilities, and schedules, they are permitted to choose the grade for which they are aiming.</p>			

## Portfolio-based Learning Process

The course objective is to take student-leaders from where they are and move them to where they need to be. Portfolios help students learn how to (1) read with their brains; (2) remember what they have read; (3) sharpen their thoughts through journaling; (4) speak effectively before others; (5) work as learning teams of leaders; and (6) biblically apply what they are learning to life, family, and ministry. Identifying and applying key ideas requires more focused reading and brain power than merely looking for answers to questions.

The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will improve with each course they take, as they are equipped in biblical knowledge, Christian character, and ministry skills. The portfolios are designed to guide students in training themselves how to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

1. The purpose of the **portfolio questions** is to train the mind to actively reflect, analyze, and summarize key concepts, which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.
2. The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical, meaningful, and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.
3. The purpose of the **group activities** is to train you how to display your thinking in charts, graphs, illustrations, and drawings. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.
4. The purpose of the **exams** is to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it; otherwise, you will lose it. Evaluated writing is a key component of learning, communicating, and leading.
5. The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in front of others. Students learn best in professional learning communities.
6. The purpose of the **term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

## Portfolio-based Learning Process Benefits

**Portfolio-based learning is one of the most powerful strategies of accelerated adult learning.**

1. The goal of portfolio-based learning is to change the attitude, behavior, and character of the student to prepare him or her for ministry and servant-leadership.
2. Portfolio-based learning guides the student in the process of observation, interpretation, and application as reflective individuals and in collaborative teams of learners.
3. Portfolio-based learning retrains the brain to identify key ideas in a chapter—rather than merely skimming the material in search of the answer to a specific question.

**Asking a student to identify the key ideas in a chapter has multiple benefits:**

1. **It retrains the brain to read for meaning.** It directs the student to read for comprehension, understanding, and application—and not merely to find the answers. Identifying and applying key ideas requires more focused reading and brain power than merely looking for answers to questions.
2. **It incorporates personalized learning. It allows the adult student to focus on key ideas** directly related to his or her personal situation and leadership needs.
3. **It promotes integrity and academic rigor.** Each student must do his own work, resulting in maximum learning. It ensures academic rigor, as it is statistically impossible for two students to give the exact same answer to this type of open-ended subjective questions.
4. **It incorporates best practices in accelerated adult learning techniques.** It allows the time necessary for information to move from short-term memory to long-term memory.
5. **It enhances the brain's ability to learn and remember.** The process of reading, reflecting, and writing creates chemical pathways (super highways) within the brain.
6. **It prepares the student for maximum classroom discussion.** This preassignment organizes the brain to profit most from lecture and discussion and to consider applications to real-life situations.
7. **It organizes the brain to receive additional information.** It strengthens reading comprehension, critical thinking skills, and long-term memory.

**There are five steps to accelerate long-term portfolio-based learning:**

1. Before class, read the textbook assignments and summarize the key ideas in the portfolio.
2. In class, discuss and apply the material to real-life situations.
3. In small groups, create visuals that illustrate what is being learned.
4. Present the visuals to the entire class.
5. Read the Study Guide aloud each week.
6. Review the material after class, 1 week, 1 month, and 1 year for maximum life-long learning.

**It is the *reading, writing, discussing, presenting, and doing* that make learning permanent.**

### Preparing to Teach an Undergraduate Course

Steps to preparing to teach a life changing course. As the facilitator it is helpful to be seven weeks ahead of students to allow your mind to consider implications and applications of what you are learning.

Step	Week	
		Pray for your students weekly. Your students are dedicated, but experiencing spiritual warfare. Set high standards, help your students achieve them, and celebrate their victories.
1	Week 8	Seven weeks before the course order the books for the next semester.
2	Week 9	Six weeks before the course spend an hour to skim the books and allow your mind to organize the big picture. Each week think of applications that relate to the needs of your students. Begin reviewing the study guide weekly until it becomes second nature.
3	Week 10	Five weeks before the course complete session 1.
4	Week 11	Four weeks before the course complete session 2.
5	Week 12	Three weeks before the course complete session 3.
6	Week 13	Two weeks before the course complete session 4.
7	Week 14	One week before the course complete session 5. Send an email to students reminding them to complete session 1 before first class.
8	Week 1	Review session 1. Complete session 6. Encourage students to bring friends to sessions 2, 8, and 13.
9	Week 2	Review session 2. Complete session 8.
10	Week 3	Review session 3. Complete session 9.
11	Week 4	Review session 4. Complete session 10.
12	Week 5	Review session 5. Complete session 11.
13	Week 6	Review session 6. Complete session 12. Review for the midterm exam.
14	Week 7	Midterm exam. Guide students in improving their term papers. Begin preparing for next semester's course and order books.
15	Week 8	Review session 8. Complete session 1 in next semester's course.
16	Week 9	Review session 9.
17	Week 10	Review session 10.
18	Week 11	Review session 11.
19	Week 12	Review session 12.
20	Week 13	Student presentations. Guide students in improving their term papers.
21	Week 14	Final exam. Course debriefing. Course evaluation.
22	Optional	Mail or email your completed "Professor Portfolio" to receive Faculty Continuing Education Credits.

Being seven weeks ahead of your students will allow your mind to think about implications and applications that you would otherwise not think of. It will also strengthen your long-term memory.

It is recommended that professors trade off teaching every other semester so they are not overworked by the necessary preparation of 2-4 hours per week.

It is recommended that professors who have not completed master's degrees take Faculty Continuing Education Credits to allow professors to stay one degree ahead of their students.



Responsibilities of the Student Checklist		Done
1.	Complete the student application and give the form to the training center director.	✓
2.	Enroll for the next course, order books seven weeks early, and pay the honorarium to the director by the first day of the course.	
3.	Write your name on the portfolio and give it to the professor to record the grade at the end of the course.	
4.	Complete each portfolio assignment on time and give it to the professor to record the grade on the last day of the course.	
5.	Keep all portfolios and term papers as evidence of the high quality of your academic work when you are ready to transfer.	
6.	Update the <b>Degree Audit</b> form so you will know when you are ready to <b>Petition to Graduate</b> with the diploma, associate, and bachelor degrees.	
7.	Pick up your syllabus, portfolio, and textbooks for the next course on the last day of the current course.	
8.	Keep your signed copies of report cards.	
9.	Review the portfolios once a year to refresh your memory.	
10	Review the feedback from professors. Professors will provide feedback when a paper is not perfect so that students can improve their writing skills. A perfect score is earned only when a portfolio or term paper is perfect—free from errors in spelling, grammar, Turabian style, and when it includes all required components or content per the rubric showing college-level mastery of writing.	

**Incorporating the Leadership Character Development Covenant**

To participate in EBI, students are asked to dedicate themselves to God and to their co-learners by making the following commitments. As a disciple of Jesus Christ, I commit myself to—

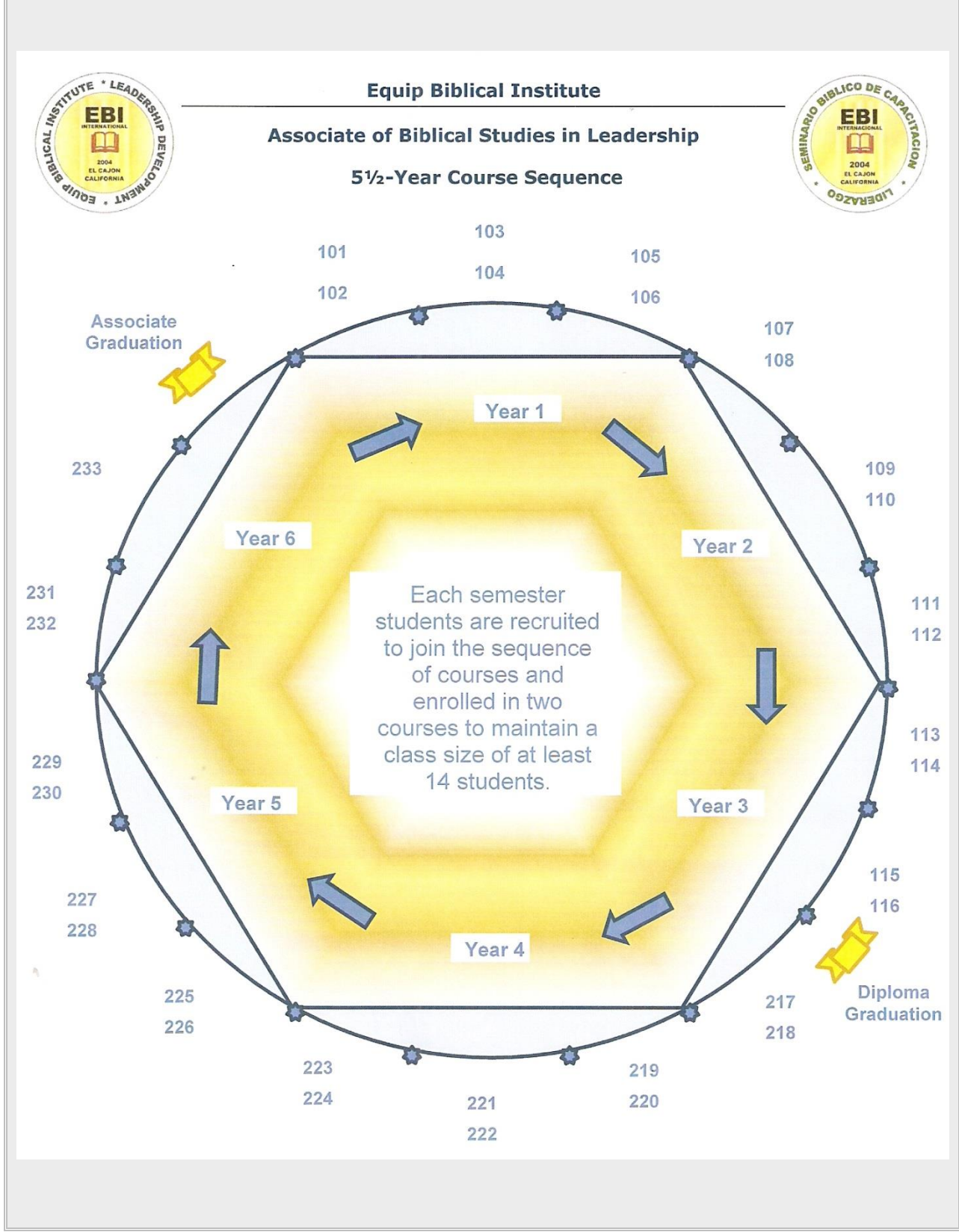
- Acknowledge Jesus Christ as Lord of my life each morning.
- Attend all class sessions unless providentially hindered.
- Spend from 30 to 90 minutes a day to complete assignments.
- Have a daily quiet time of Bible study, reflection, and prayer.
- Keep a journal about what God is teaching me.
- Be faithful to my church in attendance and service to the community.
- Love and encourage my fellow co-learners.
- Share the Good News with the lost in word and deed.
- Not gossip about what others share in class.
- Find someone to mentor, disciple, and encourage on a weekly basis.
- Support my church financially by practicing biblical giving.
- Pray daily for co-learners and professors.



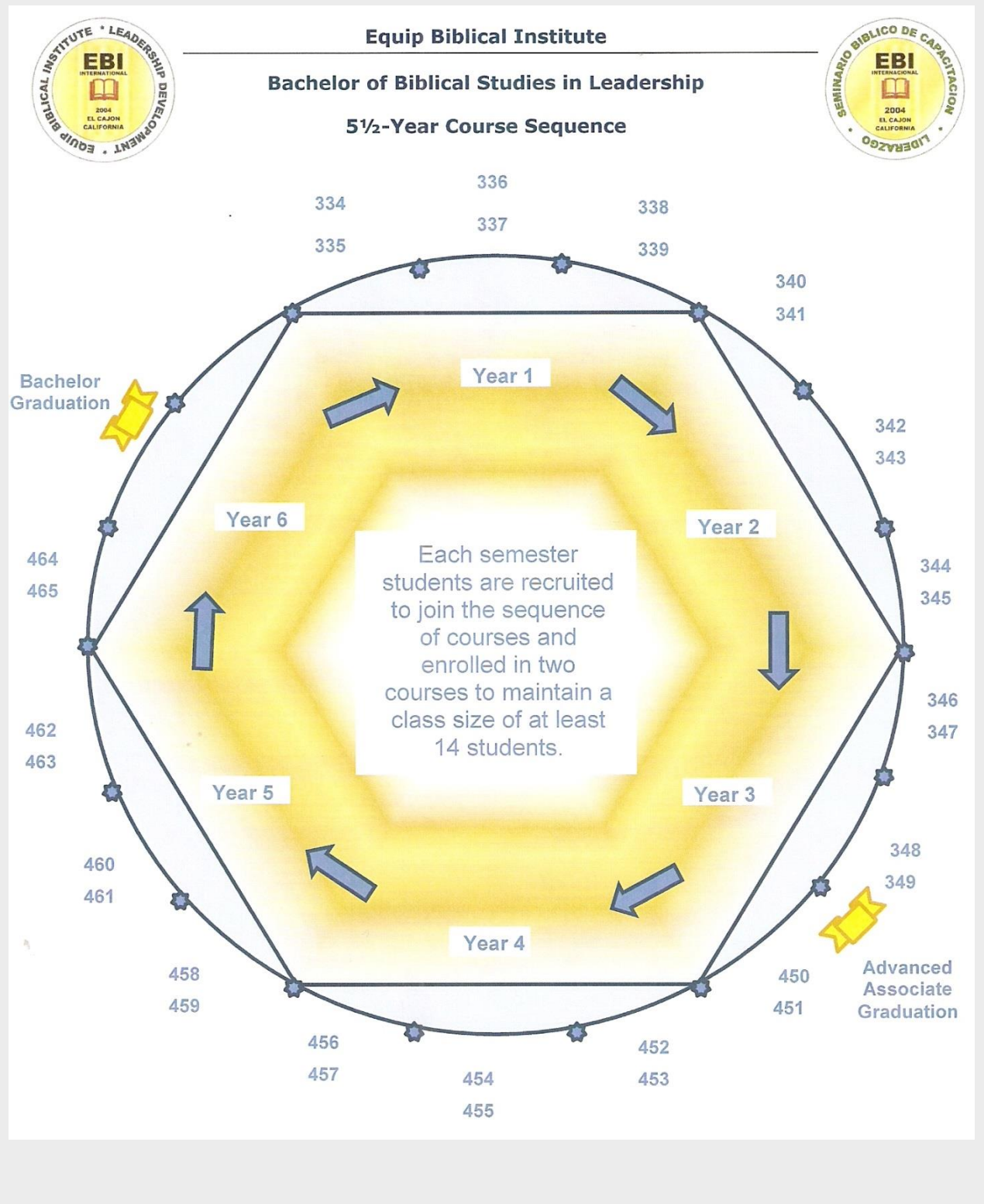
	Responsibilities of the Professor Checklist	Done
1.	Complete the <b>Faculty Certification</b> form and give it to the training center director to be emailed or mailed to the EBI main office before teaching the first course.	✓
2.	Complete the <b>Faculty Ministry Agreement</b> and give a copy to the training center director so you can be contacted in an emergency.	
3.	Facilitate application, discussion, group activities, presentations, and exams as outlined in the syllabus, portfolios, and charts.	
4.	Focus on facilitating student growth in Bible knowledge and application, Christian attitudes and character, and ministry and leadership skills.	
5.	Appoint a teaching assistant who will check that all students have turned in <b>student applications</b> by the second class meeting.	
6.	Have the teaching assistant <b>check portfolios each week</b> to encourage students to keep up with their portfolios and term papers. Late portfolios will lose 10 points.	
7.	Remind students to register for the next course in week 7 so textbooks for the next course can be ordered.	
8.	Remind students to keep their portfolios and term papers for transfer of credit to Southern California Seminary.	
9.	Give the <b>Course Roster Grade Report</b> to the director to be <b>emailed</b> to the EBI main office within 15 days of the end of each course so transcripts are current.	
10.	Give the <b>report cards</b> to the training center director to be distributed to students within 15 days of the end of each course and before receiving final payment.	
11.	Email or mail a copy of the <b>best portfolio and term paper</b> of each course to the EBI main office so the student can receive a <b>Certificate of Excellence award</b> .	
12.	Encourage students each semester to <b>recruit new students</b> from other churches to join the cohort of continuing students so that the five-year-cohort program is ongoing.	
13.	Follow the EBI Catalog and Faculty FAQ by upholding high academic and ethical standards and working enthusiastically to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God.	
14.	Follow the standard university late policy: Late assignments will receive a 20% deduction after one day, a 40% deduction after seven days; and will not be accepted after 14 days.	
15.	Provide feedback on each portfolio assignment and term paper so that students can improve their writing skills. A perfect score is earned only when a term paper is perfect—free from errors in spelling, grammar, Turabian style, and when it includes all required components or content per the rubric showing college-level mastery of writing.	

Responsibilities of the Training Center Director		Done
1.	Complete the <b>Director Certification Form</b> and mail or email it to the EBI office.	✓
2.	Give the professor a <b>Faculty Ministry Agreement</b> at the beginning of each course.	
3.	Each January remind students who are ready to graduate to complete the <b>Petition for Graduation</b> and mail it to EBI by January 31 along with the graduation fee.	
4.	Check that all students have turned in the <b>student applications</b> by the first class meeting.	
5.	Remind students to keep the <b>portfolios</b> of all their courses (this is important for students who want to transfer courses to Southern California Seminary).	
6.	Sign the <b>Course Roster Grade Report</b> , make a photocopy of the grade report for the training center records, and mail or email to EBI.	
7.	Maintain copies of the <b>Degree Audit</b> form at the training center so students can see what courses they have taken—and need to take.	
8.	Give students a copy of the <b>Degree Audit</b> form for students to maintain so they will know when they are ready to graduate with the diploma, associate, bachelor, and master degrees.	
9.	Order textbooks <b>seven weeks</b> before the course so that they can be distributed to students on the last session of the current course.	
10.	Together with the Director of Missions, recruit spiritually and academically qualified pastors and instructors as professors.	
11.	Collect <b>Faculty Certification Forms</b> from instructors and mail or email them to EBI.	
12.	Collect <b>honorariums</b> and distribute to instructors according to Faculty Ministry Agreements.	
13.	Take a <b>digital photo</b> of each class of students and mail or email them to EBI.	
14.	Certify the <b>quality of instruction</b> and the appropriateness of student grades at the end of each course.	
15.	Email or mail <b>samples</b> of the best term papers in each course to EBI to be uploaded to the EBI website.	
16.	Distribute course materials and textbooks to students on the last session of the previous course.	
17.	Recruit new students to join the existing cohort of courses each semester and mail or email <b>new applications</b> to EBI.	
18.	Start courses the second week of January, May, and September. Follow the 5-year cohort or sequence of courses. Do not re-offer courses until the sequence is completed.	
19.	Email the <b>Course Roster Grade Report</b> the last week of April, August, and December.	


**Sequence of Courses for the Associate of Biblical Studies in Leadership**



**Sequence of Courses for the Bachelor of Biblical Studies in Leadership**



### Seven Principles of Good Practice in Undergraduate Education

1.	<p><b>Good practice encourages student-faculty contact.</b></p> <p>Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing their faculty members enhances students' intellectual commitment and encourages them to think about their values and future plans.</p>	
2.	<p><b>Good practice encourages cooperation among students.</b></p> <p>Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not individual and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.</p>	
3.	<p><b>Good practice encourages active learning.</b></p> <p>Real learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, completing assignments, and memorizing answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.</p>	
4.	<p><b>Good practice provides prompt feedback.</b></p> <p>Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need advanced organizers, checklists, grading rubrics, and samples. In class, students need frequent opportunities to perform and receive suggestions for improvement. Students need chances to reflect on what they have learned, what they still need to know, and how to improve their writing.</p>	
5.	<p><b>Good practice emphasizes time on task.</b></p> <p>Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students and faculty can establish the basis for high performance for all.</p>	
6.	<p><b>Good practice communicates high expectations.</b></p> <p>Expect more and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for students and make extra efforts.</p>	
7.	<p><b>Good practice respects diverse talents and ways of learning.</b></p> <p>There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come easily.</p>	

### Socratic Teaching Method Toolbox

The Socratic toolbox is about expanding the mental tools, mindset, perspective, resources, thinking skills, and understanding of students by involving them in the learning process.

At the end of each session ask students to summarize what they are learning.

Now I have a question for the class.

How would you deal with someone struggling with this...?

How would you deal with someone who did this...?

How would you deal with someone who said this...?

How would you solve the following problem...?

How would you solve the following case study...?

What application would you use when...?

What critical thinking step would you use when...?

What did you learn this week?

What is the rationale for your position?

What questions would you ask when...?

What resources would you use when...?

What technique would you use when...?

What tool would you use when...?

What would you do if...?

Where would you go to find information on...?

Which assessments would you use when...?

Which Bible passages deal with...?

Then share, This is how I would do it....

## Questions for Critical Thinking

### Clarity

Could you elaborate further?  
Could you give me an example?  
Could you illustrate what you mean?

### Accuracy

How could we check on that?  
How could we find out if that is true?  
How could we verify or test that?

### Precision

Could you be more specific?  
Could you give me more details?  
Could you be more exact?

### Relevance

How does that relate to the problem?  
How does that bear on the question?  
How does that help us with the issue?

### Depth

What facts make this a difficult problem?  
What are some of the complexities of this question?  
What are some of the difficulties we need to deal with?

### Breadth

Do we need to look at this from another perspective?  
Do we need to consider another point of view?  
Do we need to look at this in other ways?

### Logic

Does all this make sense together?  
Does your first paragraph fit in with your last?  
Does what you say follow from the evidence?

### Significance

Is this the most important problem to consider?  
Is this the central idea to focus on?  
Which of these facts are most important?

### Fairness

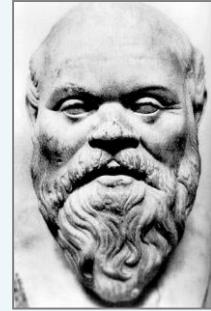
Do I have any vested interest in this issue?  
Am I sympathetically representing the viewpoints of others?  
Would others agree with my representation of their viewpoints?



## Questions: The Socratic Method of Teaching

Socrates was one of the greatest educators who taught by asking questions and thus drawing out (as *'ex duco'*, meaning to 'lead out', which is the root of 'education') answers from his pupils. Unfortunately, he was forced to drink hemlock by the politically correct crowd of his day who did not like his questions.

Here are the six types of questions that Socrates asked his pupils. Often to their initial annoyance but more often to their ultimate delight. The overall purpose of asking questions is to challenge accuracy and completeness of thinking in a way that acts to move people towards their ultimate goal.



### Conceptual clarification questions

Get them to think more about what exactly they are asking or thinking about. Probe the concepts behind their argument. Basic 'tell me more' questions that get them to go deeper.

- Why are you saying that?
- What exactly does this mean?
- How does this relate to what we have been talking about?
- What is the nature of ... ?
- What do we already know about this?
- Can you give me an example?
- Are you saying ... or ... ?
- Can you rephrase that, please?

### Probing assumptions

Probing of assumptions makes them think about the presuppositions and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going!

- What else could we assume?
- You seem to be assuming ... ?
- How did you choose those assumptions?
- Please explain why/how ... ?
- How can you verify or disprove that assumption?
- What would happen if ... ?
- Do you agree or disagree with ... ?

### Probing rationale, reasons and evidence

When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly understood supports for their arguments.

- Why is that happening?
- How do you know this?
- Show me ... ?
- Can you give me an example of that?
- What do you think causes ... ?
- What is the nature of this?
- Are these reasons good enough?
- Would it stand up in court?
- How might it be refuted?
- How can I be sure of what you are saying?
- Why is ... happening?
- Why? (keep asking it -- you'll never get past a few times)
- What evidence is there to support what you are saying?
- On what authority are you basing your argument?

### Questioning viewpoints and perspectives

Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.

- Another way of looking at this is ..., does this seem reasonable?
- What alternative ways of looking at this are there?
- Why is it ... necessary?
- Who benefits from this?
- What is the difference between... and...?
- Why is it better than ...?
- What are the strengths and weaknesses of...?
- How are ... and ... similar?
- What would ... say about it?
- What if you compared ... and ... ?
- How could you look another way at this?

### Probe implications and consequences

The argument that they give may have logical implications that can be forecast. Do these make sense? Are they desirable?

- Then what would happen?
- What are the consequences of that assumption?
- How could ... be used to ... ?
- What are the implications of ... ?
- How does ... affect ... ?
- How does ... fit with what we learned before?
- Why is ... important?
- What is the best ... ? Why?


### Questions about the question


And you can also get reflexive about the whole thing, turning the question in on itself. Use their attack against themselves. Bounce the ball back into their court, etc.


- What was the point of asking that question?
- Why do you think I asked this question?
- What does that mean?


Student Recruitment During Weeks 2, 8, and 13	
1.	Community colleges and seminaries report that 30-40 percent of students drop out per year as a result of moving out of the area, job issues, family issues, health issues, and financial issues.
2.	For this reason it is important for professors and directors to encourage students to invite potential students from other churches to attend the course.
3.	Weeks 2, 8 and 13 are dedicated to inviting family, friends, pastors, and church leaders to see how leadership training would benefit them.

### Student Report Cards

Year <input style="width: 50px;" type="text"/>			
<b>Equip Biblical Institute Student Report Card</b>			
Full Name <input style="width: 90%;" type="text"/>		Training Center <input style="width: 100%;" type="text"/>	
Check semester <input type="checkbox"/> Spring Semester (January 8-April 15) <input type="checkbox"/> Summer Semester (May 8-August 15) <input type="checkbox"/> Fall Semester (September 8-December 15)			
Number of sessions attended <input style="width: 50px;" type="text"/>			
Code	Course	Professor	Grade

Year <input style="width: 50px;" type="text"/>			
<b>Equip Biblical Institute Student Report Card</b>			
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Number of sessions attended <input style="width: 50px;" type="text"/>			
Code	Course	Professor	Grade

Student Report Cards are given directly to students by the director three weeks after the course is completed. Only the Grade Report is sent to the EBI Registrar.

Click here to [request Student Report Card form](#) by email.

## Teaching Adult Learners and Accelerated Learning Strategies

### Class Session Schedule

1. Before class have a secretary grade completed homework in the portfolios.
2. A 20-minute student-led prayer time, optional song, and introductory lecture.
3. A 60-minute discussion of (1) observations, (2) interpretations, and (3) applications based on readings and focusing on current ministry situations related to making disciples and developing leaders.
4. A 20-minute active group learning exercise.
5. A 15-minute period for group reports and review of the lessons learned.
6. Professor-led prayer and blessing for students.
7. A 5-minute break between classes at the end of the class session.

### Class Session Learning Environment

1. Place tables in a semicircle so everyone can see one another and there is no back row of students.
2. Have students sit in groups of three or four for group projects.
3. Encourage students to sit at different tables each session.
4. Give each group two 8½" x 11" sheets of paper: one for writing down their ideas and one for drawing an illustration. Optional: Have 11" x 17" paper available for group projects (or students can use two 8½" x 11" sheets of paper together).

### Class Session Rules

1. During discussion only one person is to speak at a time (if other students are talking, the professor should raise his hand until there is silence). This is a sign of mutual respect.
2. Do not attempt to talk over students. If they do not notice your raised hand, walk over to the talkers—but do not talk to them. They will get the message that there is to be but one speaker at a time and then you can continue speaking.

### Classroom Management

1. Start on time with a student-led prayer time. This develops a respect for time, student-leadership skills, and ownership of learning on the part of students.
2. Keep the lecture short. Engage students in discussion. Adults learn more from what they say than from what they hear. You know how boring just listening is from when you were a student.
3. Remind students to read the chapters and answer the questions before class so that the focus during the class session can be on observations, interpretations, and applications based on the readings and focusing on current ministry situations related to making disciples and developing leaders. The goal is life change—not the memorization of facts.
4. Engage students in group learning exercises. This allows each student to use his own learning styles and strengths of talking, reflecting, writing, and drawing.
5. Engage students in standing up and giving group reports. This develops confidence and public speaking skills.
6. Do not let students hide in the back row. Make every seat a front row seat so that everyone can see who is speaking by forming a semicircle of tables. This reduces unnecessary chatter and encourages everyone to participate.
7. Encourage students to form new groups each session. This allows students to get to know one another and form a supportive learning community.

**We can learn from one another as humble fellow learners and servant-leaders.**

Three Levels of Instruction		
Level 1	Teaching students content.	Information
Level 2	Teaching students how to learn on their own.	Metacognition
Level 3	Teaching students how to teach others.	Transformation
EBI is focused on achieving Level 3 Instruction - transforming communities by transforming individuals.		

Tips for Writing Better Term Papers	
✓	Guidelines for writing college-level term papers.
	1. Follow sample term paper.
	2. Use the term paper title specified in the syllabus.
	3. Begin with a clear and concise introduction of less than 100 words.
	4. Do not use first person and second person pronouns (e.g., I, we, us, me, my, our, you, your).
	5. Do not use contractions (can't, didn't, don't, won't).
	6. Use paragraphs of 5-10 sentences to organize the material.
	7. Use short sentences—sentences should not exceed 20 words--with less than 10 words being the average.
	8. End with a clear and concise conclusion of less than 100 words.
	9. Footnote all quotes and paraphrases.
	10. Use more paraphrases than quotes.
	11. Use more short quotes than long quotes.
	12. Review the keys to better <a href="#">grammar</a> and persuasive writing.
	13. Use <a href="#">conjunctions</a> and other <a href="#">linking words</a> throughout the paper.
	14. Use <a href="#">linking verbs</a> throughout the paper.
	15. Use <a href="#">appositives</a> throughout the paper.
	16. Use <a href="#">parallelism</a> throughout the paper.
	17. Use the <a href="#">tricolon</a> throughout the paper.
	18. Use standard one-inch margins.
	19. Use Times New Roman 12 point font.
	20. Double-space lines.
	21. Place page numbers at bottom center
	22. Use Turabian format in the bibliography as seen in the sample term paper.
	23. Check for misspelled words and grammatical errors.
	24. Write a 15 page paper (this includes title page and bibliography).
	25. Submit term paper on due date so grades can be submitted to the registrar for transcripts.

Tips for Writing Better Term Papers		
Guidelines for writing college and seminary-level term papers.	Value	Points Lost
1. Term paper is organized, well written, and follows sample term paper.	-50	
2. Title page uses the title specified in the syllabus.	-10	
3. Table of contents and copyright pages are normally optional.	0	
4. Paper begins with a clear and concise introduction of less than 100 words.	-10	
5. Paper does not use first person and second person pronouns (e.g., I, we, us, me, my, our, you, your) or contractions (can't, didn't, don't).	-10	
6. Paragraphs organize the material and do not exceed 1 page.	-10	
7. With few exceptions, sentences should not exceed 20 words--with less than 10 words being the average.	-10	
8. Paper ends with a clear and concise conclusion of less than 100 words.	-10	
9. All quotes and paraphrases are footnoted.	-10	
10. Paraphrases outnumber quotes.	-10	
11. Short quotes outnumber long quotes.	-10	
12. Review the keys to better <a href="#">grammar</a> and persuasive writing.	-10	
13. Use <a href="#">conjunctions</a> and other <a href="#">linking words</a> throughout the paper.	-10	
14. Use <a href="#">linking verbs</a> throughout the paper.	-10	
15. Use <a href="#">appositives</a> throughout the paper.	-10	
16. Use <a href="#">parallelism</a> throughout the paper.	-10	
17. Use the <a href="#">tricolon</a> throughout the paper.	-10	
18. Standard one-inch margins.	-10	
19. Times New Roman 12 point font.	-10	
20. Lines are double-spaced.	-10	
21. Page numbers are at bottom center	-10	
22. Bibliography is Turabian format as seen in the sample term paper.	-10	
23. Each incorrectly spelled word or incorrectly written sentence.	-10	
24. Each page below 15 (this includes title page and bibliography).	-10	
25. Penalty of 20% for less than one week late.	-30	
26. Penalty of 40% for less than two weeks late.	-60	
27. No credit after two weeks, as grades need to be submitted to main office for transcripts to be updated.	-150	
<b>Total points earned</b>	150	

## Transfer of Credits to Southern California Seminary

### 1. Attendance Policy

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses more than three sessions, or does not submit portfolios on time, or earns less than 700 points. Exceptions must be *approved in writing* by the class instructor, the training center director, and the director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute and Southern California Seminary.

### 2. Class Time and Homework Policy

To transfer credits to Southern California Seminary, each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equal learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first or second week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year

### 3. Late Work Policy


Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet and a sample of a portfolio within 15 days of the end of each course so that transcripts can be updated.

### 4. Portfolio Policy

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies degree, students may transfer 66 units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Homework, portfolios, exams, and term papers must be done individually—if a married couple submits the same work, only the wife will receive credit.

### 5. Term Paper Policy

Students who desire to earn an “A” in the course must submit their term papers by [email](#) or by mail to: Equip Biblical Institute, Registrar, 2100 Greenfield Drive, El Cajon, CA 92019. This is to meet the requirements of the articulation agreement as well as to develop ways to improve instruction and writing skills.

Ways Professors Can Help Adult Students Raise Their Grades		Done
	<p>Learning takes the cooperation of the teacher and the adult student.                      It is the teacher's responsibility to facilitate learning.                      It is the student's responsibility to review the material and make learning permanent.</p>	✓
1.	Present material in a variety of ways (visual, audio, kinesthetic) to appeal to diverse learning styles and multiple intelligences.	
2.	Make learning active, engaging, and participatory through class discussion and discussion boards/blogs. Spice up your lectures with hot facts, intriguing questions, colorful anecdotes, and relevant details to cultivate student interest.	
3.	Use mini-lectures, not lengthy expositions that take all or most of a class session. Explain content clearly, from different perspectives, illustrated with examples or visually represented; and structured with main and supporting points.	
4.	Demonstrate enthusiasm for your subject. Talk about how you connect to the content, why you love it, and why you think everyone else ought to love it to enhance motivation.	
5.	Display confidence in your students by expressing high expectations.	
6.	Encourage students to read the book, watch videos, and complete the portfolio assignments before class lectures and application.	
7.	Provide mentoring, tutoring, and learning resources as needed.	
8.	Provide students with rubrics and samples of assignments.	
9.	Provide students with written study tips and notes for each course.	
10.	Provide students with formative feedback for correcting mistakes on their assignments—especially term papers.	
11.	Provide students with notes and study guides and review them the session before tests.	
12.	Teach students how to active long term memory by reviewing their notes after 24 hours, 3 days, and 7 days for maximum retention.	
13.	Help students learn how to relax before tests. This will help them outside of class as well.	
14.	Show students that you care by using their names and learning about their needs and learning strengths.	
15.	Provide encouraging emails and announcements each week using social media including Facebook.	
	Total	
	<p>Set high standards, help your students achieve them, and celebrate their victories.                      Recognize your students' efforts, validate them, and honor them.</p>	



### Ways to Improve Your Teaching

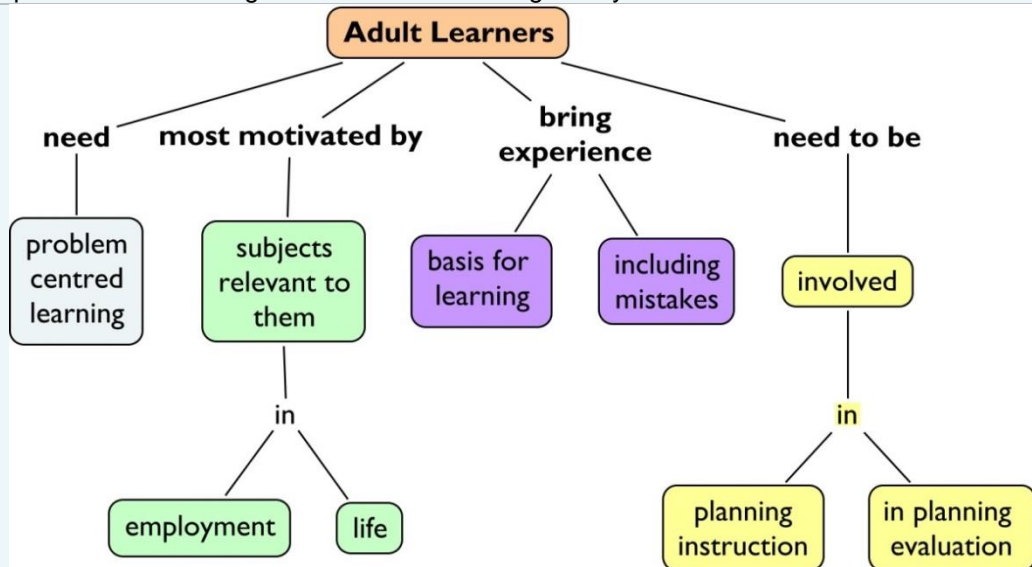
Articulate what you appreciate.  
Ask, Are you with me? Does that make sense? Any questions?  
Be passionate about learning.  
Communicate on Facebook.  
Create assignments that are engaging, fun, and meaningful.  
Develop a digital newsletter with digital resources.  
Draw knowledge out of students.  
Find ways to make learning fun.  
Focus on transforming thinking.  
Give parting thoughts at the end of each session/course.  
Help students removed the “junk” ion their subconscious.  
Learn how to change your thinking.  
Learn how to problem-solve.  
Learn something every day.  
Let students guide what you teach.  
Let students know when you are speaking to their subconscious mind.  
Look students in the eye.  
Make each course active, bold, crucial, dynamic, engaging, essential, fun, fundamental, informative, important, life-changing, meaningful, and vital.  
Never underestimate the power of practice and preparation.  
Present a clear visual process.  
Remind students to review notes before and after class.  
Seek the truth even when it is uncomfortable.  
Send an encouraging email with a featured digital resource each semester.  
Share about who you are and why you teach.  
Share what the course is about and why it is important.  
Share your background, experiences, heroes, insights, priorities, purposes, resolutions, role models, and values,  
Study to get an advantage.  
Thank students—both as individuals and as a group—for answers, comments, insights, and participation.  
Thank students for attending and participating at the end of each session/course.  
Use chants to make ideas memorable.  
Use Google Aps.  
Use Google Hangouts.  
Use Google Museums.  
Use [www.Gotquestions.org](http://www.Gotquestions.org).  
Use humor to make a point.  
Use songs to make a point.  
Use stories to make a point.  
Whenever possible use an artifact, chart, model, or picture to engaging learning,  
Work on increasing your students' desire to learn.

Faculty Orientation Quiz		
1.		When do courses begin?
	F 1	In February, June, or October
	F 2	In March, July, or November
	T 3	The second week of January, May, and September.
	F 4	In April, August, or December
2.		How many weeks are in each course?
	F 1	10 weeks
	F 2	12 weeks
	T 3	14 weeks
	F 4	16 weeks
3.		When should textbooks be ordered by students?
	F 1	In the first week of class
	F 2	In the week before class
	T 3	Textbooks should be ordered in week 7 of the previous course to make sure they arrive by the last class to be given to students.
	F 4	Just before the class starts
4.		When should students pay for the course to receive the 10% discount for early registration?
	F 1	In the first week
	F 2	In the second week
	T 3	Students should pay in week 7 of the previous course to receive the 10% discount.
	F 4	One week before class starts
5.		How long is each 2-unit class session?
	F 1	1 hour of class time and 2 hours of homework
	F 2	90 minutes of class time and 3 hours of homework
	T 3	2 hours of class time and 4 hours of homework
	F 4	3 hours
6.		How many class sessions can a student miss and still pass a course?
	F 1	1 absence
	F 2	2 absences
	T 3	No more than 3 absences
	F 4	4 absences
7.		When should emailed portfolios be ordered by directors and professors?
	F 1	One week before the course starts
	F 2	Two weeks before the course starts
	T 3	Portfolios should be ordered in week 7 of the previous course to make sure they arrive by the last class to be given to students.
	F 4	One year before the course starts
8.		When should prospective students be invited to attend classes by students and professors?
	T 1	In session 2
	T 2	In session 8
	T 3	In session 13
	T 4	All the above
9.		When should grades be emailed or mailed to the EBI registrar.
	F 1	After each year.
	T 2	After each semester.

**Adult Learning Assumptions of Malcolm S. Knowles**

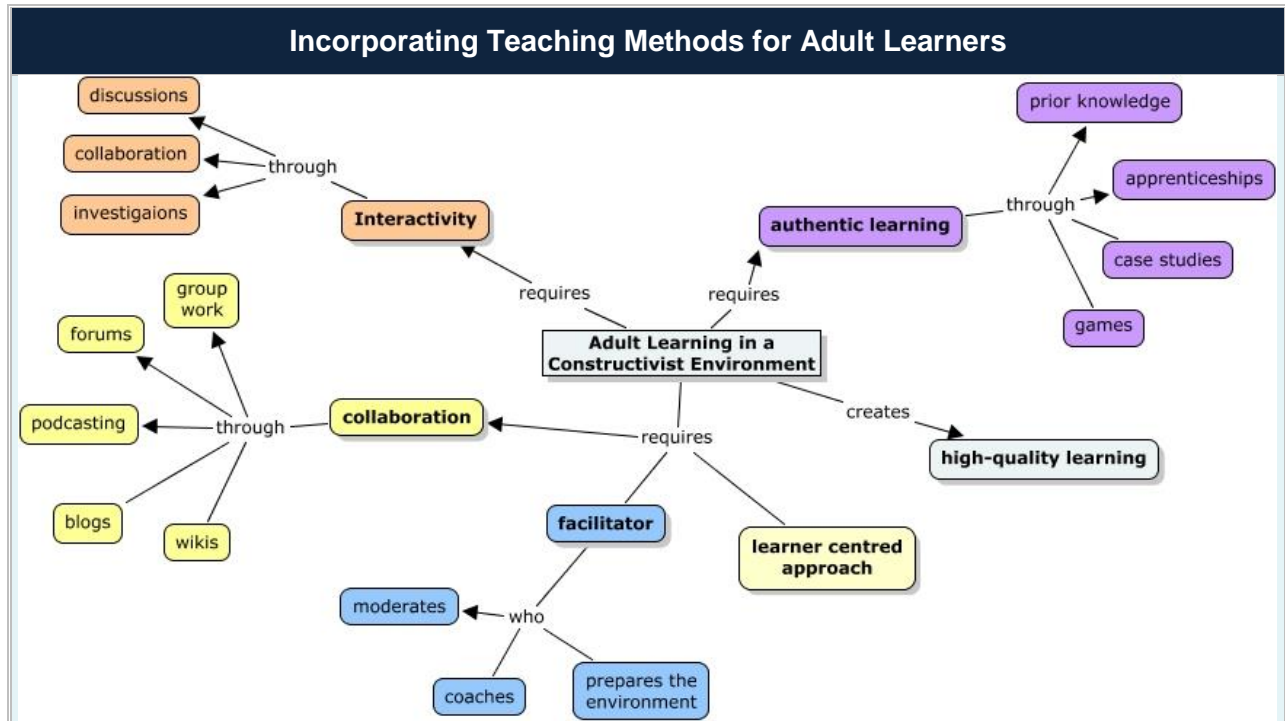
1. Adults are motivated to learn from being in **situations** in which they see a need to learn. Consequently, **adult learning settings should begin with topics that address the adult audience's current learning needs.**
2. Adults are oriented to the **broad range** of affairs in life, not to narrow subjects. Thus, **adult teaching should be real-life multidisciplinary rather than single subject-oriented.**
3. Adults learn from their **experience**. Therefore, **the most productive adult learning comes from the analysis of adult experience.**
4. Adults have a deep need to be **self-directing**. Therefore, **teaching adults should be involved in setting the agenda for their learning.**
5. Adult learning styles and Individual differences **broaden** and **harden** with age. Therefore, **adult teaching should make allowance for differences in style, time, place, pace, focus, and method (Clawson, 3-2).**

Most young adults learn better with the andragogical [adult learning] approach. "Yet most university courses continue to run on the pedagogical model: instructors as disseminators of knowledge and students as empty pots to be filled. Knowles's andragogical message is that effective adult teaching begins with where the students are. Adults will learn faster if what they are studying has an immediate effect on their current situation in life. That is not to say that the instructor cannot alter the students' intellectual whereabouts by adding new information to them, only that the adding will be more effective if it builds on the foundation of interests and understanding already in place" (Clawson, 2006, 3-2). [Malcolm Knowles](#) described a theory of [Andragogy](#), or adult learning. His theory has had a significant impact on teaching and training for adults. Below are some of the main principals of adult learning based on adult learning theory.



Clawson, J. G. (2006). Adult learning theory: it matters, 3-1—3-17. In *Teaching management: a field guide for professors, consultants, and corporate trainers*. Retrieved from [http://faculty.darden.virginia.edu/clawson/COURSES/DOC\\_SEM\\_PEDAGOGY/11-27-05%20CH%2003%20Adult%20Learning-3c.pdf](http://faculty.darden.virginia.edu/clawson/COURSES/DOC_SEM_PEDAGOGY/11-27-05%20CH%2003%20Adult%20Learning-3c.pdf)

Wilson, M., & Gerber, L. (2008, Fall). How generational theory can improve teaching: strategies for working with the "Millennials." *Currents in Teaching and Learning* (1)1, 29-44. Retrieved from [http://www.worcester.edu/currents/archives/volume\\_1\\_number\\_1/currentsv1n1wilsonp29.pdf](http://www.worcester.edu/currents/archives/volume_1_number_1/currentsv1n1wilsonp29.pdf)



#### Four Roles of the Instructor in Adult Learning

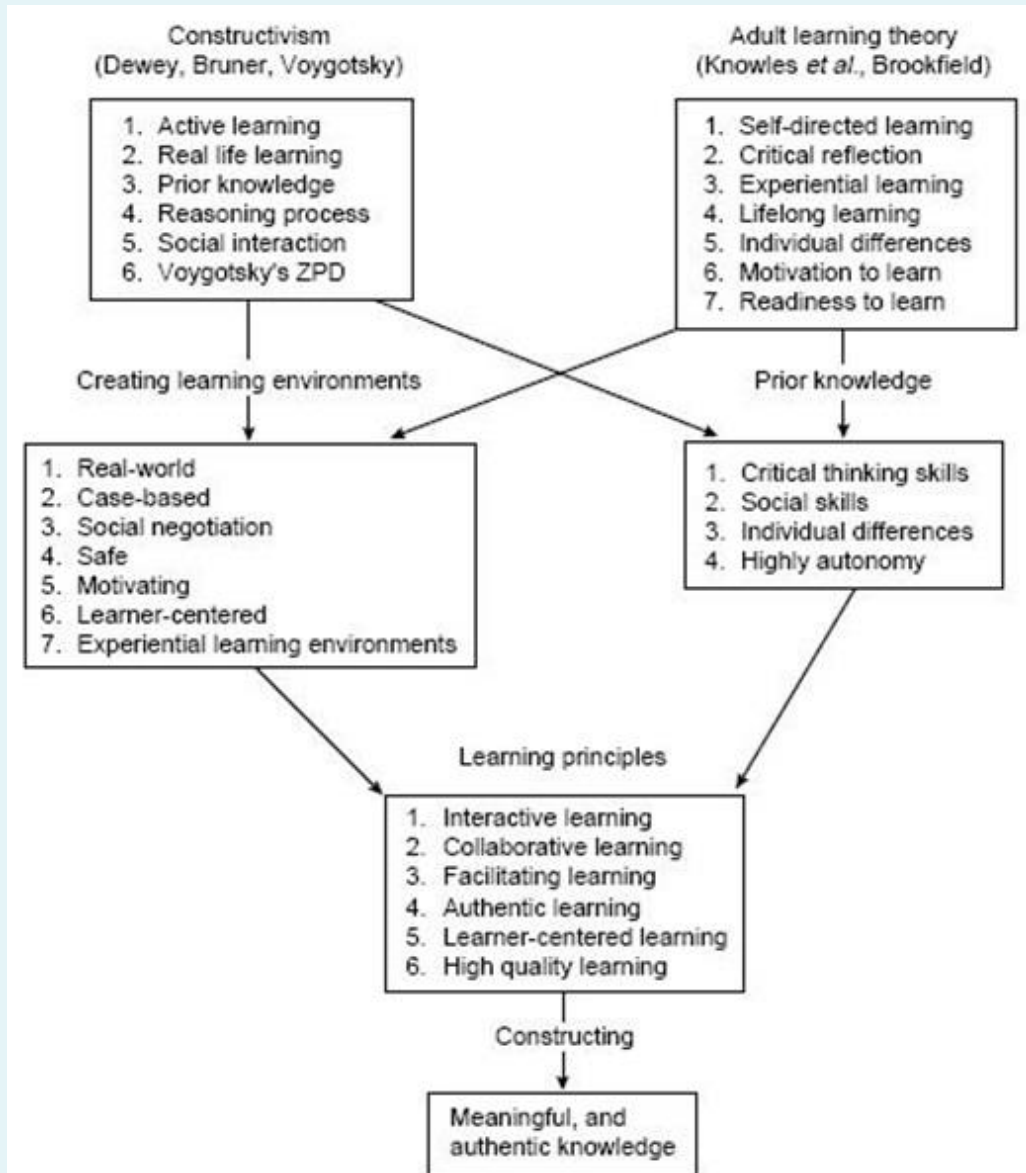
1	Facilitator	Instructor encourages people to recall, value, talk about, and critically analyze their own past experiences related to a problem or situation.
2	Instigator	Instructor prepared the environment by creating a problem, case study, or “situation” during instruction designed to engage learners experientially.
3	Coach	Instructor guides learners to reflect on choices in the hot action of experience so they will analyze undesirable outcomes and make corrections.
4	Assessor	Instructor moderates and guides students in assessing the appropriateness of their solutions, including strengths, weaknesses, and alternatives.

#### Four steps to developing student exploration and collaboration skills

1	Professor describes a problem or situation, (e.g., the need to mentor youth, dealing with seekers, dealing with atheists, dealing with divorce, dealing with temptation, understanding others, financial intelligence, relational intelligence, marital intelligence, emotional intelligence, spiritual intelligence).
2	Students break into small groups to discuss, collaborate, investigate, and solve the problem based on a rubric, portfolio, or list of guiding questions.
3	Students exhibit their thinking as they deal with the situation. This could include writing notes on cards and giving a verbal presentation; making a graph, chart, or other visual representation; acting out or role playing their impressions; constructing a physical representation with models; or making a video, podcast, blog, or webpage for display.
4	Students write down reflections of what they thought about while dealing with the situation, as well as what they learned from others.

### Adult Learning Theory and Constructivism

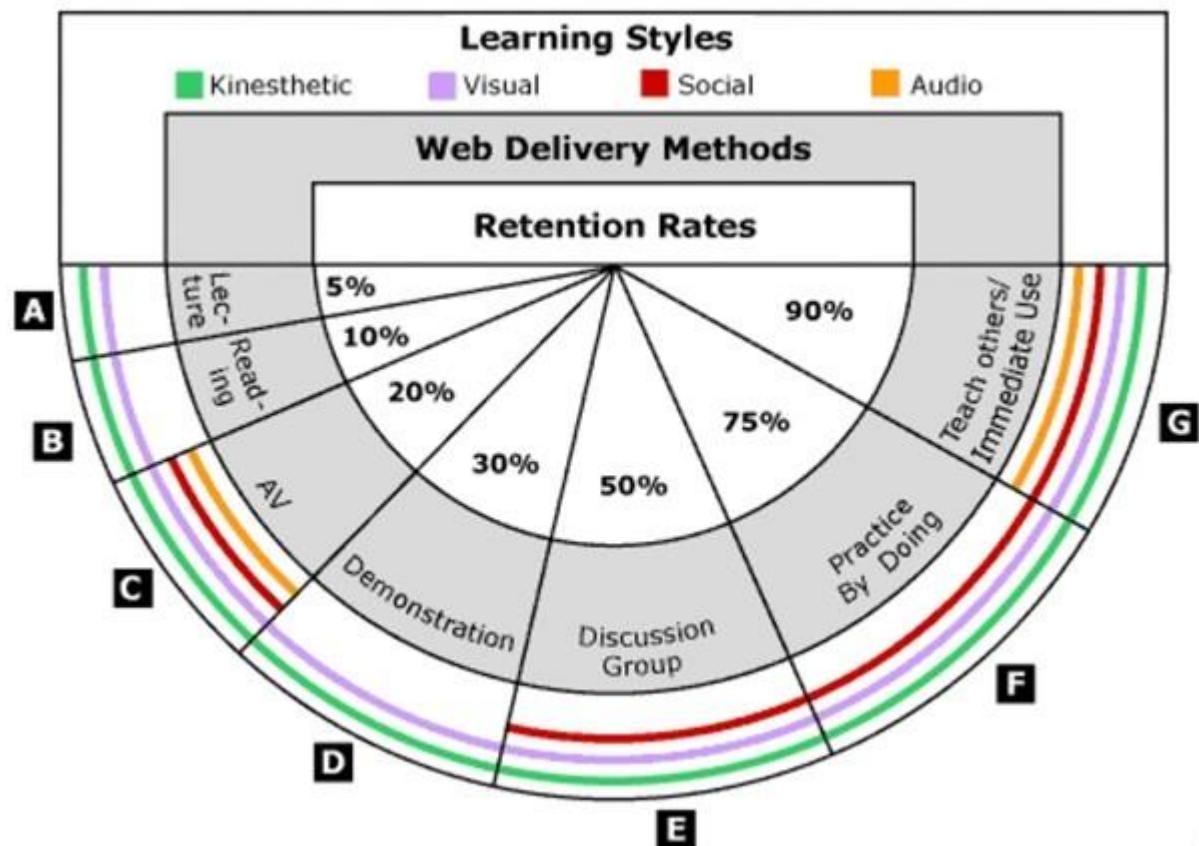
The diagram below shows how the principals and methods of Adult Learning Theory are compatible with a constructivist methodology for teaching adults. Notice that in both sections authentic and relevant learning is important. When applying constructivist principals to adult education it is critical to provide an experience that the student feels will be useful to them in their work or in their life in general. The motivation for an adult to learn comes from a social, emotional or occupational need.



Incorporating Locus of Control and Student Responsibility	
Locus of control is where you place the responsibility for control over your life.	
Students with an <b>internal</b> locus of control...	Students with an <b>external</b> locus of control ...
<ul style="list-style-type: none"> <li>• Believe that they are responsible and in control of their lives.</li> <li>• Understand that grades are directly related to the amount of study invested.</li> <li>• Are self-motivated to do their best and strive for excellence.</li> <li>• Learn from their mistakes by figuring out what went wrong and how to fix the problem.</li> <li>• Think positively and try to make the best of each situation.</li> <li>• Rely on themselves to find something interesting in the class and learn the material</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that their lives are largely a result of luck, fate, or chance.</li> <li>• Think that teachers give grades rather than students earn grades.</li> <li>• Rely on external motivation from teachers or others.</li> <li>• Blame their teachers or someone else when they make a mistake.</li> <li>• Think negatively and believe they are victims of circumstance.</li> <li>• Rely on the teacher to make the class interesting and to teach the material</li> </ul>

<h3 style="margin: 0;">Locus of Control Self-Assessment</h3> <p style="margin: 0;">Locus of control is where students place the responsibility for control over their lives. Check the statement that most applies to you.</p>			
Students with an <b>internal</b> locus of control:		Students with an <b>external</b> locus of control:	
Believe that they are responsible before God and in control of their lives.		Believe that their lives are largely a result of luck, fate, or chance.	
Understand that grades are directly related to the amount of study invested		Think that teachers give grades rather than students earn grades.	
Are self-motivated to do their best and strive for excellence.		Rely on external motivation from teachers or others.	
Learn from their mistakes by figuring out what went wrong and how to fix the problem.		Look for someone else to blame when they make a mistake.	
Think positively and try to make the best of each situation.		Think negatively and believe they are victims of circumstance.	
Rely on themselves to find something interesting in the class and learn the material.		Rely on the teacher to make the class interesting and to teach the material.	
Want to learn from those who are making a difference.		Are critical of those who are more successful.	
Total		Total	

### Incorporating Learning Styles to Improve Memory Retention Rates



### Incorporating the Seven Levels of Learning Retention

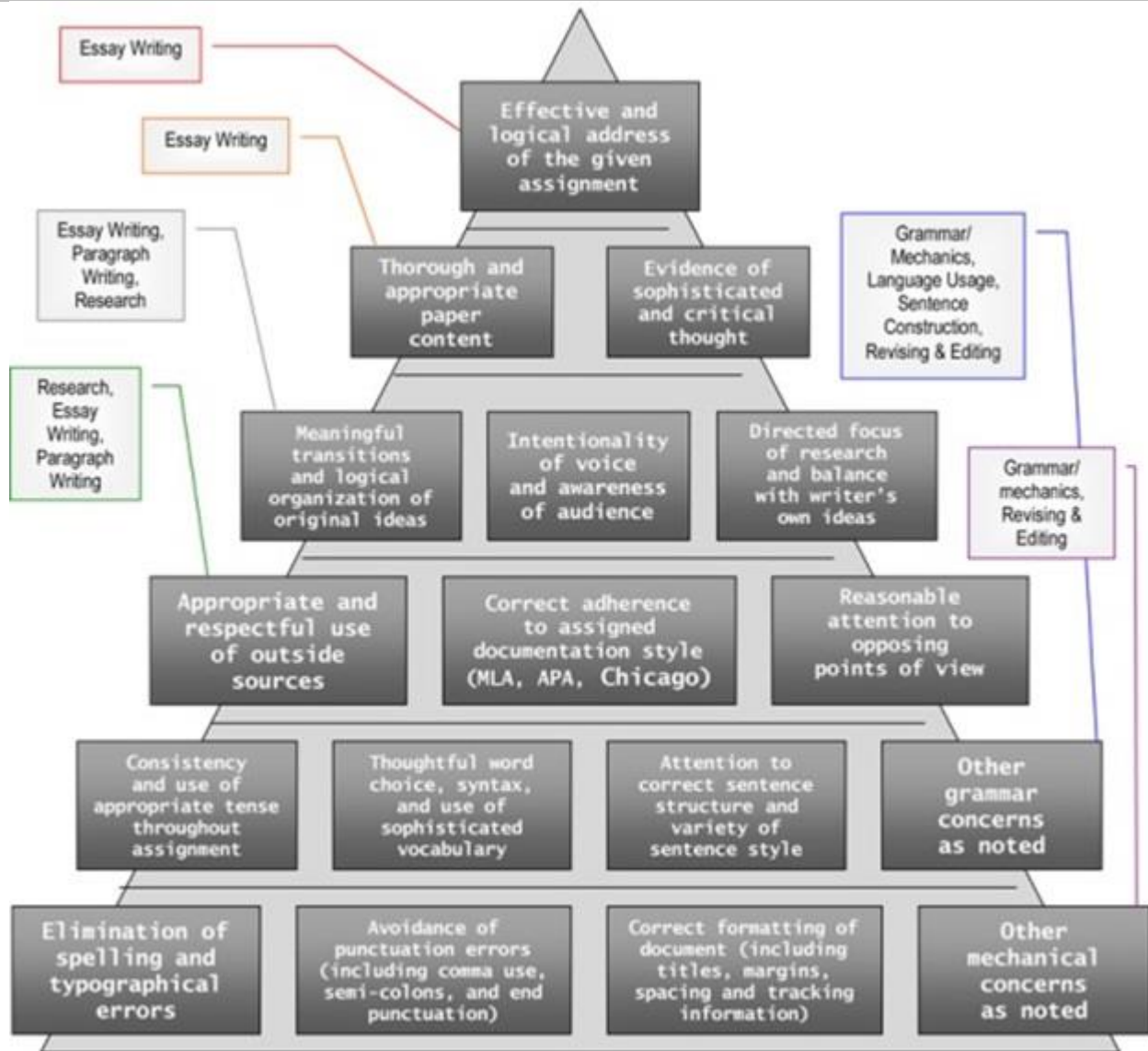
- A - The 1<sup>st</sup> level of effective learning comes through **dynamic lecture**.
- B - The 2<sup>nd</sup> level of effective learning comes through **assigned readings and writing portfolios**.
- C - The 3<sup>rd</sup> level of effective learning comes through **audio visuals and PowerPoint**.
- D - The 4<sup>th</sup> level of effective learning comes through **demonstration and presentation**.
- E - The 5<sup>th</sup> level of effective learning comes through **group discussion and application**.
- F - The 6<sup>th</sup> level of effective learning comes through **practice by doing under supervision**.
- G - The 7<sup>th</sup> level of effective learning comes through **teaching others and immediate use**.

The goal is to achieve the 7<sup>th</sup> level of learning retention through assigned chapter reading, portfolios, presentations, group discussion, application, practice, and teaching others.

Reviewing course notes twice during the first 24-hours is key to long-term learning.

Studies indicate that retention rates are dramatically increased by reviewing the material within 24 hours, 3 days, and 1 week.

## Incorporating the Writing Pyramid to Improve Writing Skills



Writing is one of the most effective ways of increasing your ministry influence and leaving a legacy for the next generation.

### It is important to practice the essentials of professional academic writing:

- (1) spelling, (2) punctuation, (3) formatting, (4) charts and visuals, (5) word choice and vocabulary,
- (6) sentence structure, (7) grammar, (8) citation of scholarly sources, (9) opposing points of view,
- (10) transitions and organization of ideas, (11) audience awareness, (12) scholarly research,
- (13) focused content, (14) critical thinking, and (15) effective communication and persuasion.



## Incorporating the Grading Rubric to Improve Term Papers

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

### CONTENT

- 1-5 thesis unclear, inappropriate or lacking; superficial approach to topic with few supporting details
- 6 thesis somewhat unclear; minimal analysis of topic with few supporting details
- 7 thesis in need of refinement; adequate analysis of topic with some supporting details
- 8 thesis good; good analysis of topic with good supporting details
- 9-10 thesis clear, exact, and appropriate; in-depth analysis of topic with strong supporting details

### GRAMMAR

- 1-5 highly prevalent errors in conjugations, agreement, and sentence structure; virtually incomprehensible
- 6 many errors in conjugations, agreement, and sentence structure; mostly incomprehensible
- 7 some errors in conjugations, agreement, and sentence structure; somewhat comprehensible
- 8 few errors in conjugations, agreement, and sentence structure; very comprehensible
- 9-10 rare or no errors in conjugations, agreement, and sentence structure; totally comprehensible

### MECHANICS

- 1-2 many spelling errors and missing accents; many punctuation errors
- 3 many spelling errors and few accents; some punctuation errors
- 3.5 some spelling and accent errors; few punctuation errors
- 4 few spelling or accent errors; punctuation mostly correct
- 4.5-5 minor spelling or accent errors, if any; no punctuation errors

### ORGANIZATION

- 1-5 unclear and non-sequential; no paragraphing; no introduction &/or conclusion; no transitions
- 6 somewhat unclear & non-sequential; poor paragraphing; weak or missing introduction &/or conclusion; transitions weak or missing
- 7 fairly clear and sequential; fairly good paragraphing; slightly weak introduction &/or conclusion; transitions weak, sporadic, or inappropriately used
- 8 clear and sequential; good paragraphing and use of transitions; good introduction and conclusion
- 9-10 clear and sequential; excellent paragraphing and use of transitions; strong introduction and conclusion

### VOCABULARY

- 1-5 lacks basic words; inaccurate usage; literal translations from English
- 6 simplistic and repetitive vocabulary; somewhat inaccurate usage; literal translations from English
- 7 adequate variety of vocabulary; somewhat accurate usage; noticeable English influence
- 8 good, but slightly limited range of vocabulary; mostly accurate usage; minor English influence
- 9-10 extensive and sophisticated vocabulary; completely accurate usage; English influence minimal

### FORMATING/BIBLIOGRAPHY

- 1-2 does not follow overall format or bibliographical style sheet, no "Works Cited" page or parenthetical references; missing page numbers; insignificant or no bibliographical sources
- 3 significant variation from overall format and/or bibliographical style sheet, "Works Cited" page, and parenthetical references; superficial and/or irrelevant bibliographical sources
- 3.5 mainly follows all formatting norms; adequate bibliographical sources
- 4 only slight variation from formatting norms; good bibliographical sources
- 4.5-5 minimal or no variation from formatting norms; relevant and extensive bibliographical sources

Writing is one of the most effective ways of increasing your ministry influence and leaving a legacy for the next generation.

It is important to practice the essentials of correct (1) spelling, (2) punctuation, (3) formatting, (4) charts and visuals, (5) word choice and vocabulary, (6) sentence structure, (7) grammar, (8) citation of scholarly sources, (9) opposing points of view, (10) transitions and organization of ideas, (11) audience awareness, (12) scholarly research, (13) focused content, (14) critical thinking, and (15) effective communication and persuasion.

## Incorporating the Grading Rubric to Improve Presentations

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>▶ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning</li> <li>▶ selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> <li>▶ does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>▶ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>▶ attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>▶ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)</li> <li>▶ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)</li> <li>▶ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▶ does not meet requirements for what should be included in the presentation</li> <li>▶ does not have an introduction and/or conclusion</li> <li>▶ uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>▶ meets most requirements for what should be included in the presentation</li> <li>▶ has an introduction and conclusion, but they are not clear or interesting</li> <li>▶ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>▶ meets all requirements for what should be included in the presentation</li> <li>▶ has a clear and interesting introduction and conclusion</li> <li>▶ organizes time well; no part of the presentation is too short or too long</li> </ul>	
<b>Eyes &amp; Body</b>	<ul style="list-style-type: none"> <li>▶ does not look at audience; reads notes or slides</li> <li>▶ does not use gestures or movements</li> <li>▶ lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li>▶ wears clothing inappropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes infrequent eye contact; reads notes or slides most of the time</li> <li>▶ uses a few gestures or movements but they do not look natural</li> <li>▶ shows some poise and confidence, (only a little fidgeting or nervous movement)</li> <li>▶ makes some attempt to wear clothing appropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>▶ keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>▶ uses natural gestures and movements</li> <li>▶ looks poised and confident</li> <li>▶ wears clothing appropriate for the occasion</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>▶ mumbles or speaks too quickly or slowly</li> <li>▶ speaks too softly to be understood</li> <li>▶ frequently uses "filler" words ("uh, um, so, and, like, etc.")</li> <li>▶ does not adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly most of the time</li> <li>▶ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>▶ occasionally uses filler words</li> <li>▶ attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly; not too quickly or slowly</li> <li>▶ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>▶ rarely uses filler words</li> <li>▶ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)</li> </ul>	

Public speaking is one of the most effective ways of increasing your ministry influence and leaving a legacy for the next generation.

It is important to practice the essentials of correct (1) spelling, (2) punctuation, (3) formatting, (4) charts and visuals, (5) word choice and vocabulary, (6) sentence structure, (7) grammar, (8) citation of scholarly sources, (9) opposing points of view, (10) transitions and organization of ideas, (11) audience awareness, (12) scholarly research, (13) focused content, (14) critical thinking, and (15) effective communication and persuasion.

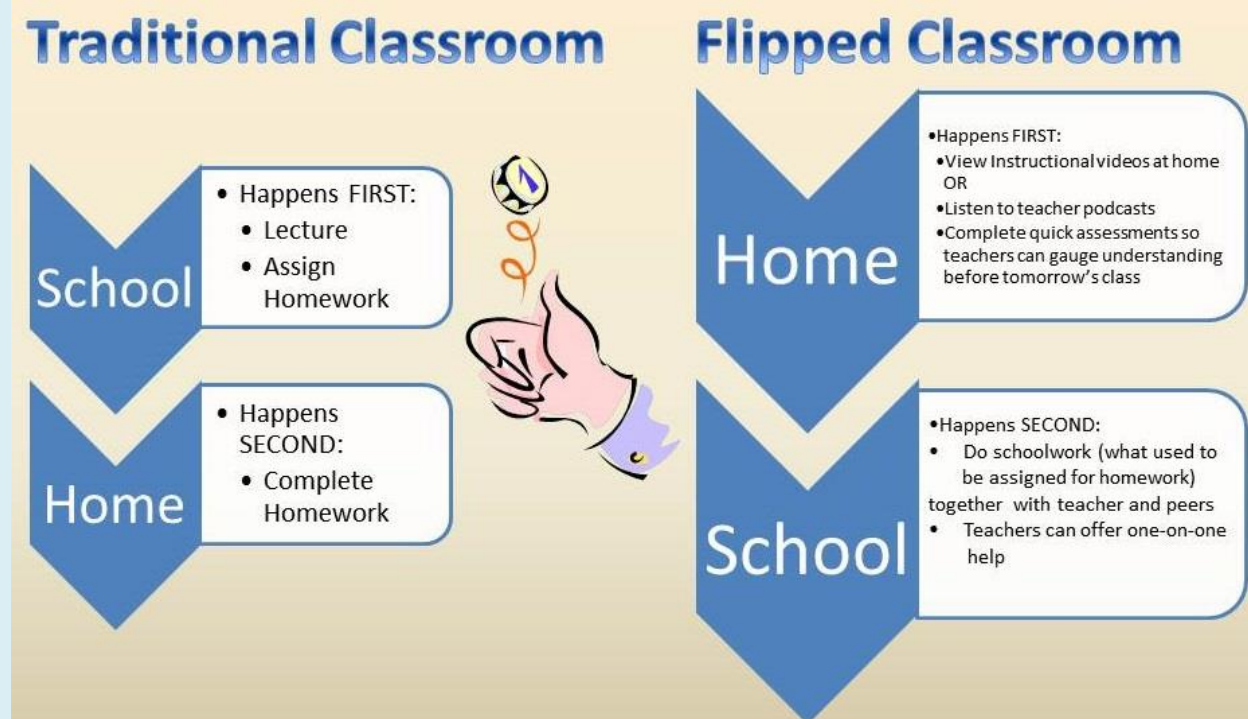
## Incorporating the Flipped Classroom Model to Improve Classroom Learning

The flipped classroom model uses Internet technology to leverage the learning in the classroom, so the instructor can spend more time interacting with students instead of lecturing. This is most commonly being done using instructor found or created YouTube videos that students view before class.

It is called the flipped class because “lecture” is done at home (as students read and view videos) and what used to be homework (application and practice) is now done in class. Students watch these lectures, videos, and vodcasts at home on their own pace, communicating with peers and teachers via online discussions and/or e-mail. Then, the students apply knowledge gained at home and concepts are brought to life and applied in the classroom with the guidance and coaching of the instructor.

### Flipped Classroom Learning Characteristics

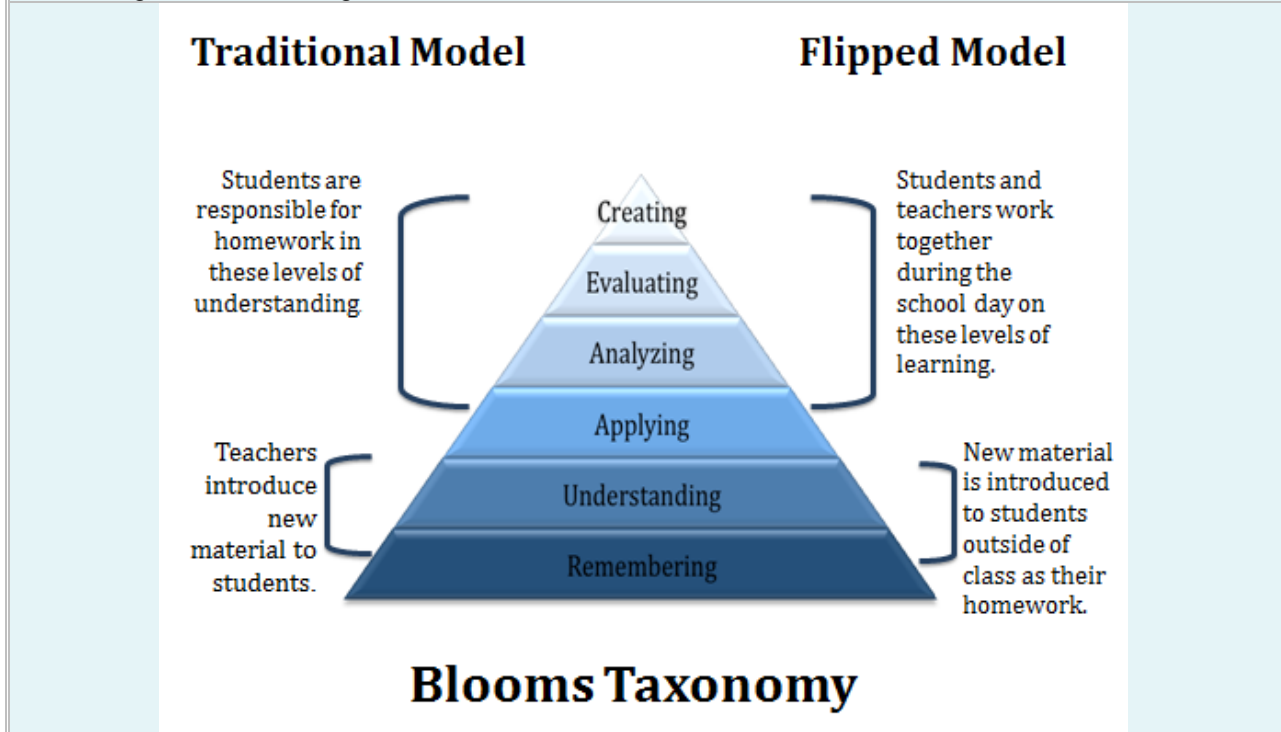
- Increases interaction and personalized contact time between students and teachers.
- Encourages students take responsibility for their own learning.
- Sees the teacher as the “guide on the side [coach],” not the “sage on the stage [lecturer].”
- Blends the best of direct instruction [lecture] with student-engaged learning.
- Allows students who are absent due to family emergencies, illness, or extra-curricular activities such as athletics or field-trips, to keep up and not get left behind.
- Archives course content for review on YouTube.
- Engages all students in their learning through group practice and group application.
- Allows students to learn at their own pace.



The Flipped Classroom Model reduces the time needed for lecture and increases the time available for questions and discussion resulting in deeper learning and application of key concepts. Flipped Classroom teaching is improving education in high schools and universities around the world.

**Incorporating Bloom’s Taxonomy to Improve the Flipped Classroom**

The Flipped Classroom Model has been one of the most significant improvements in education in the last decade. The Flipped Classroom Model focuses classroom learning on applying, analyzing, evaluation, and creating. It also engages students in active learning which studies indicate lead to increased memory and stronger critical thinking skills.



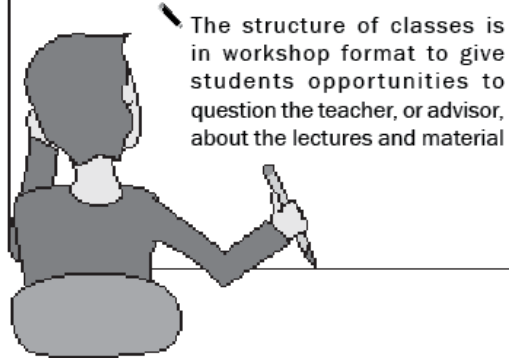
**The Traditional Calsstrum Versus the Filpped Classroom**

<b>Traditional classrrrom lecture</b>	<b>Flipped YouTube-enhanced workshop</b>
<ul style="list-style-type: none"> <li>No pre-assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Before class students read and watch video lectures at home in preparation for class discussion.</li> </ul>
<ul style="list-style-type: none"> <li>In class students listen to lectures and take notes as fast as they can.</li> </ul>	<ul style="list-style-type: none"> <li>In class students are engaged in discussions, projects, applications, and presentations filicitated by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>After class students do follow-up work at home without the guidance of an instructor.</li> </ul>	<ul style="list-style-type: none"> <li>Ater class students create projects, prepare for presentations, and write term papers based on class discussion.</li> </ul>
<ul style="list-style-type: none"> <li>The whole class learns the material at the same pace.</li> </ul>	<ul style="list-style-type: none"> <li>Individual students can learn at their own pace before class—reviewing videos until they have mastered the concepts.</li> </ul>
<ul style="list-style-type: none"> <li>The class follows a lecture format where students take notes. There is limited time for discussion and questions.</li> </ul>	<ul style="list-style-type: none"> <li>The class follows a workshop fomate to give students opportunites to question the teacher or coach about the lectures and readings.</li> </ul>
<ul style="list-style-type: none"> <li>Students email one another outside of class when they cannot understand the homework.</li> </ul>	<ul style="list-style-type: none"> <li>Students collaborate with one another in discussion, application, projects, and group presentations.</li> </ul>
<ul style="list-style-type: none"> <li>Limited to places where higy qualified and dynamic teachers can be found.</li> </ul>	<ul style="list-style-type: none"> <li>Can be used anytime anywhere computers are available.</li> </ul>

# Flipped classroom v. traditional classroom

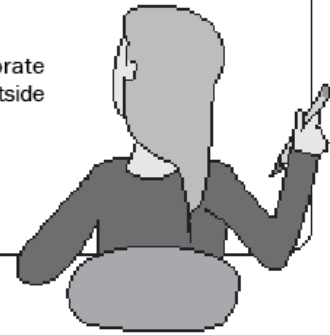
## Flipped classroom

- Video lectures are watched by students at home
- Projects, discussions, and exercises are done in class



## Traditional classroom

- Students listen to lectures in class and do follow-up work at home
- The whole class learns the material at the same pace
- Students collaborate with each other outside of class



## Incorporating the Advantages of Flipped Learning to Improve Classroom Learning

### Flipped Learning and the Future of Education

# Advantages of Flipping



Flipping a classroom is becoming increasingly popular in many academic arenas from primary school to university.

In traditional modes of instruction, the teacher delivers a lecture, provides some brief in-class practice, and then assigns homework.

By flipping the class, also called *Flipped Learning*, the instructor provides students with lesson content (lecture) *before* class and uses class time to practice concepts (do homework).

As a result students are able to participate in learning activities with the instructor present to help them

### Advantages of the Flipped Learning Model

1. Makes learning the focus rather than teaching
2. Fosters independent learning skills for a lifetime of learning
3. Engages the students in active learning
4. Enforces accountability and critical thinking
5. Provides more time for individual and group assistance
6. Provides more opportunities for differentiated or individualize learning
7. Maximizes use of time in the classroom for discussion and application
8. Teacher is available when needed most—during application

To learn how Flipped Learning started, here is a video from **60 Minutes** interviewing Salman Khan, the originator of flipped learning, and showing a flipped classroom in action. Salman Khan has over 4 million students every month. <http://youtu.be/zxJgPHM5NYI>

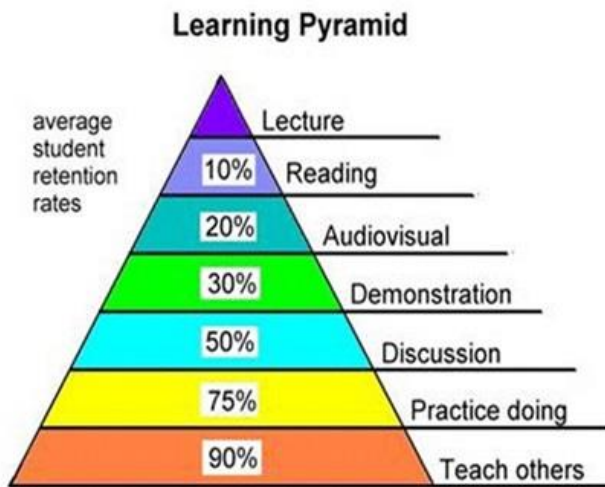
Extension of a Review of Flipped Learning [http://researchnetwork.pearson.com/wp-content/uploads/613\\_A023\\_FlippedLearning\\_2014\\_JUNE\\_SinglePage\\_f.pdf](http://researchnetwork.pearson.com/wp-content/uploads/613_A023_FlippedLearning_2014_JUNE_SinglePage_f.pdf)

Growth in Flipped Learning [http://www.sophia.org/flipped-classroom-survey?utm\\_source=twitter&utm\\_medium=organic&utm\\_campaign=flippedinfographic](http://www.sophia.org/flipped-classroom-survey?utm_source=twitter&utm_medium=organic&utm_campaign=flippedinfographic)

Flipped Classroom Resources <http://www.slu.edu/ctl/resources/teaching-tips-and-resources/flipped-classroom-resources>

A Flipped Classroom Primer <http://etale.org/main/2013/02/21/a-flipped-classroom-primer/>

## Incorporating the Learning Pyramid to Improve Retention of Learning



### How the Learning Pyramid related to the Flipped Classroom Model

The best ways to learn are (1) teaching others, (2) practice doing and giving presentations, and (3) group discussion.

Lecture, reading, and video demonstrations are best used to prepare students for classroom activities.

## Applying the Benefits of a Flipped Classroom

Advantages for Students	Advantages for Teachers
<ul style="list-style-type: none"> <li>Students learn at varying speeds and can do their studies at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers focus on being learning coaches and not lecturers.</li> </ul>
<ul style="list-style-type: none"> <li>Students are provided opportunities for multiple reviews.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have more time to spend supporting students with practice and application.</li> </ul>
<ul style="list-style-type: none"> <li>Readings and video before class prepare students for classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are involved with active student learning rather than passive lecture to distracted students.</li> </ul>
<ul style="list-style-type: none"> <li>Students who miss a session can keep up with the course.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have more time for individual and small group assistance.</li> </ul>
<ul style="list-style-type: none"> <li>Students do not struggle with homework because they “forgot” how to do it.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are not spending extra time re-explaining to students who did not understand the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>Students are engaged and take ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate with other teachers in finding and creating materials as part of real life learning.</li> </ul>
<ul style="list-style-type: none"> <li>Students are actively working with their peers and instructors/mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers connect with students and get to know them as individuals.</li> </ul>
<ul style="list-style-type: none"> <li>Parents can view lessons and better assist students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers spend less time on classroom management and trying to get students to be quiet and pay attention.</li> </ul>

## FLIPPED CLASSROOM MODEL

### Outside-of-class

Components traditionally delivered in-class—such as lectures—are delivered outside-of-class via web-based materials like:

- Videos
- Demonstrations and tutorials
- Simulations and games

### BENEFIT

Provides faculty with more time in-class to work with individual students and allows students to master content at their own pace

### In-class


In-class time is used for deeper engagement with content, while the instructor provides guidance, through:

- Collaborative projects
- Individual and group problem-solving
- Peer-based learning activities

**Review of the Flipped Classroom Model**


The flipped classroom is a teaching model in which the lecture and homework elements of a course are reversed. Readings and short video lectures are viewed by students before the class session, while in-class time is devoted to exercises, projects, and discussions.

Pre-assignments and the video lecture is the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from YouTube.




## Traditional Classroom

- Instructor prepares material to be delivered in class.
- Students listen to lectures and other guided instruction in class and take notes.
- Homework is assigned to demonstrate understanding.



## Flipped Classroom

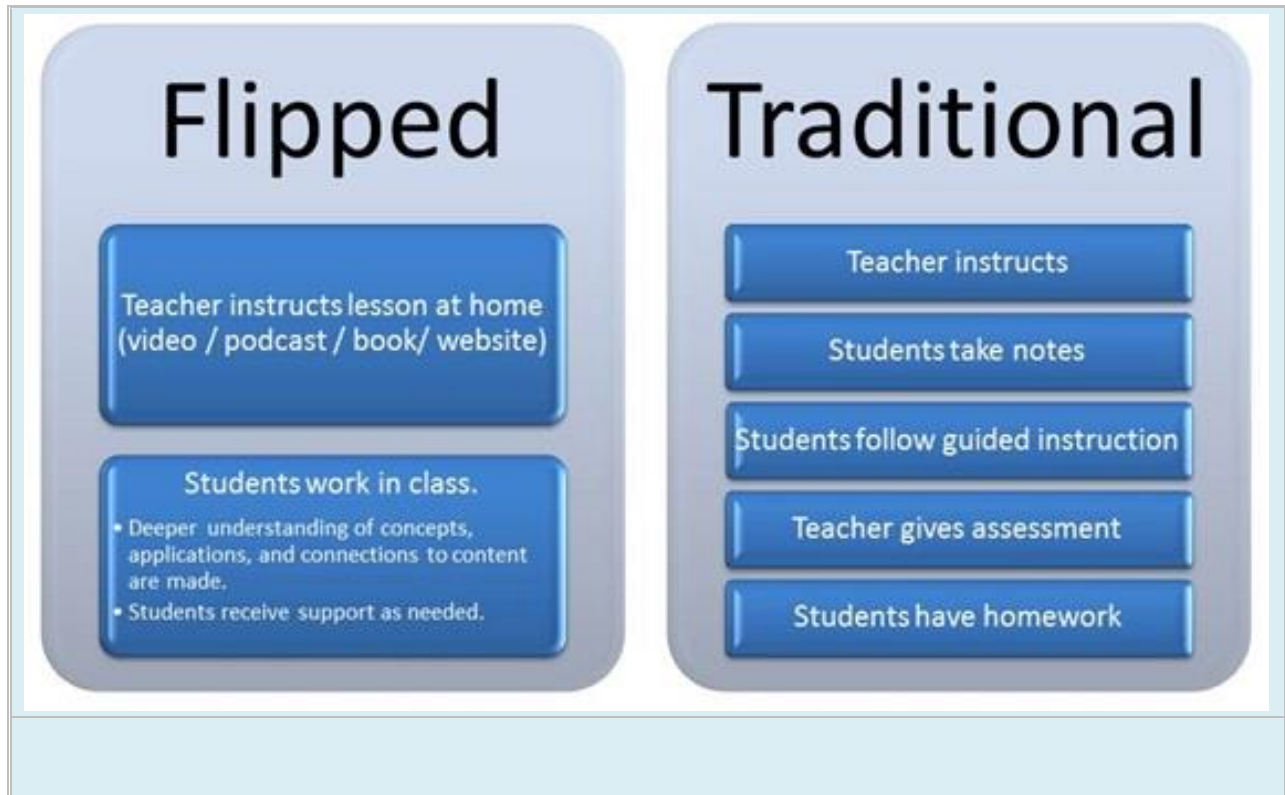
- Instructor records and shares lectures outside of class.
- Students watch / listen to lectures before coming to class.
- Class time is devoted to applied learning activities and more higher-order thinking tasks.
- Students receive support from instructor and peers as needed



**Three Steps of the Flipped Classroom**

Step 1: Before Class	Step 2: During Class	Step 3: After Class
“Nice to meet you.”	“Let’s do something together.”	“Will you be my partner?”
<ul style="list-style-type: none"> <li>Watching YouTube videos</li> <li>Reading textbooks and working on portfolios</li> <li>Getting familiar with terms and phrases.</li> <li>Introduction to basic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and application</li> <li>Small group projects</li> <li>Group presentations</li> <li>Problem-solving</li> <li>Analyzing things together</li> <li>Instructor coaching and mentoring—feedback</li> </ul>	<ul style="list-style-type: none"> <li>Working on projects</li> <li>Writing term papers</li> <li>Reviewing key concepts</li> <li>Student tutoring and mentoring</li> <li>Passing it on--Sharing with others what you have learned</li> </ul>





Examples of Flipped Accelerated Teaching through YouTube	
	The most effective teaching using brief YouTube overviews combines visual color and audio.
<b>Sneaky Job Interview</b>	<a href="http://www.jobinterviewsecret.com/wow/?hop=qinqin521">http://www.jobinterviewsecret.com/wow/?hop=qinqin521</a> Wow...You're Hired! Secret Career Document – Jimmy Sweeney – career jimmy killer job search secrets – Kevin Donland
<b>Cooperative Program</b>	<a href="http://www.sbc.net/cp/videos.asp">http://www.sbc.net/cp/videos.asp</a>

## Incorporating YouTube and Project-based learning to Improve Memory

Advantages to students of using YouTube-enhanced flipped classroom instruction to teach.

- Ability to **pause and repeat** the lecture before class until it is understood.
  - Ability of **seeing and hearing** the lesson.
  - Ability to **self-pace learning** (rather than going the speed of the slowest or average student).
  - Ability to **interact** with peers and instructor in the classroom (rather than sit still and take notes).
  - Ability to **review content** days, weeks, months, or years later.
  - Ability to **share information** with friends, nephews, cousins, children, and co-workers.
  - Ability to **achieve mastery** of the content (rather than being classified as an A B or C student).
- No student embarrassed by having to ask the instructor to repeat or explain something.
  - No student left behind because others in the group need to move on.
  - No student held back because the others in the group are too slow.

Advantages to seminaries of using YouTube to reach and teach students.

- The ability to reach millions of students around the world at little to no cost.
- The ability to equip millions of church and community leaders around the world at little to no cost.
- The ability to flip the classroom and make learning more natural and brain-friendly.
- The ability to solicit donations to expand learning opportunities to the poor and needy around the world—true social justice. <https://www.youtube.com/watch?v=vQohJa2Fls>

YouTube-enhanced flipped classroom has the ability to humanize the classroom with collaboration.

- Frees up time for **group application**, presentations, projects, simulations.
- Frees up time for instructors to work with students in groups.
- Frees up time for **student interaction**, feedback, and fun.
- Frees up time for peer-to-peer tutoring and group learning.
- Frees up time for **real-life project-based learning**.



Effectively using the Khan Academy YouTube-enhanced flipped classroom model

<https://www.youtube.com/watch?v=EUQCACf2EzA>

Khan Academy: A free world education to anyone anywhere

<https://www.youtube.com/user/khanacademy>



Salman Khan at Berkeley -- history and methodology of YouTube-enhanced Flipped Classroom Instruction <https://www.youtube.com/watch?v=Q7VrfzxLxuk>

<https://www.youtube.com/watch?v=nTFEUsudhfs>

Khan Academy en Español <https://www.youtube.com/user/KhanAcademyEspanol>

<https://www.youtube.com/watch?v=aWmgJe1jTdQ>

Khan Academy started in 2004 by Salman Khan.

- 75 million students have used Khan Academy
- Over 6 million students use Khan Academy videos each month.
- 240 million Khan Academy videos have been watched.
- Khan Academy is being used in over 100 countries.
- Bill Gates uses Khan Academy.



### Incorporating the Guidelines for Grading Term Papers

- Papers of 15 pages and zero grammatical errors earn 150 points.
- Papers of 14 pages and with less than 2 errors earn 140 points.
- Papers of 13 pages and with less than 3 errors earn 130 points.
- Papers of 12 pages and with less than 4 errors earn 120 points.
- Papers of 11 pages and with less than 5 errors earn 110 points.
- Papers of 10 pages and with less than 6 errors earn 100 points.
- Papers of 9 pages and with less than 7 errors earn 90 points.
- Papers of 8 pages and with less than 8 errors earn 80 points.
- Papers with 8 errors or more earn an NC and need to be resubmitted.

### Incorporating Mind Maps to Increase Memory and Understanding

#### Definition of Mind maps

A **mind map** is a [diagram](#) used to visually organize information. A [mind map](#) is created around a single concept, drawn as an image in the center of a page, to which associated representations of ideas such as images and words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. Mind maps can be drawn by hand or on computer. Mind maps are related to [graphic organizers](#).

#### Guidelines for Creating Mind maps

1. Start in the center with an image of the topic, using at least 3 colors.
2. Use images and symbols throughout your mind map.
3. Select key words and print using upper or lower case letters.
4. Each word/image is best alone and sitting on its own line.
5. The lines should be connected, starting from the central image.
6. Make the lines the same length as the word/image they support.
7. Use multiple colors throughout the mind map for grouping similar ideas.
8. Develop your own personal style of mind mapping.
9. Use emphasis and show associations in your mind map.
10. Keep the mind-map clear by using lines or arrows to connect your ideas.

#### When to Use Mind maps

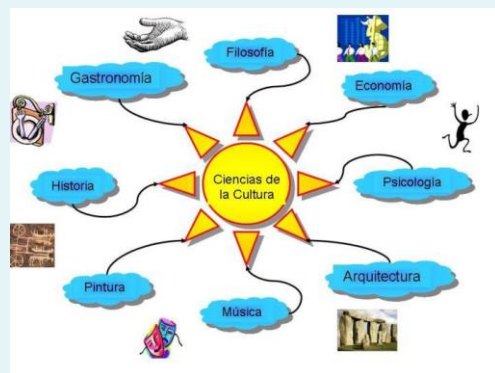
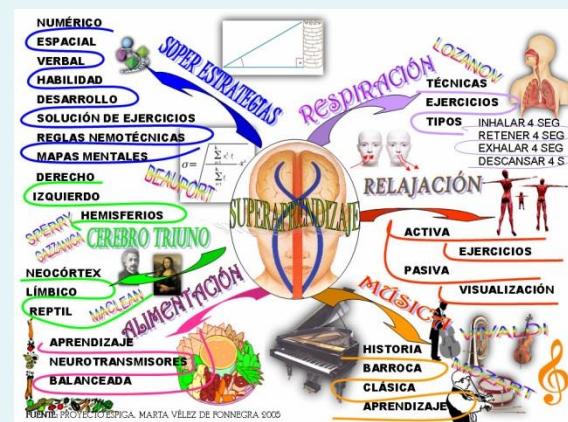
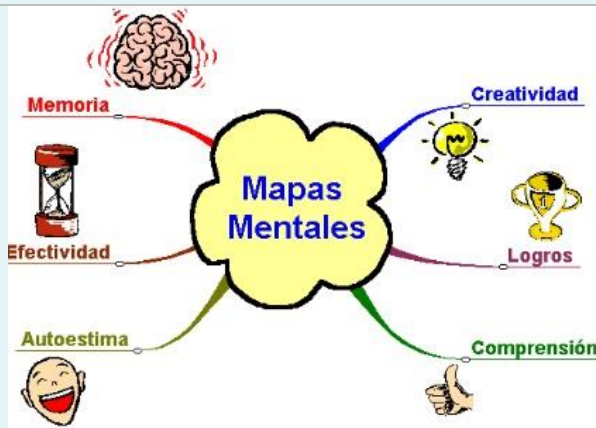
Mind maps can be used to [generate](#), [visualize](#), [structure](#), and [classify](#) ideas, and as an aid to [studying](#) and [organizing](#) information, [solving problems](#), [making decisions](#), and writing. Mind maps have many applications in personal, family, [educational](#), and [business](#) situations, including [notetaking](#), brainstorming (wherein ideas are inserted into the map radially around the center graphic or circle), summarizing, as a [mnemonic technique](#), or to sort out a complicated idea.

**Effectiveness of Mind maps**

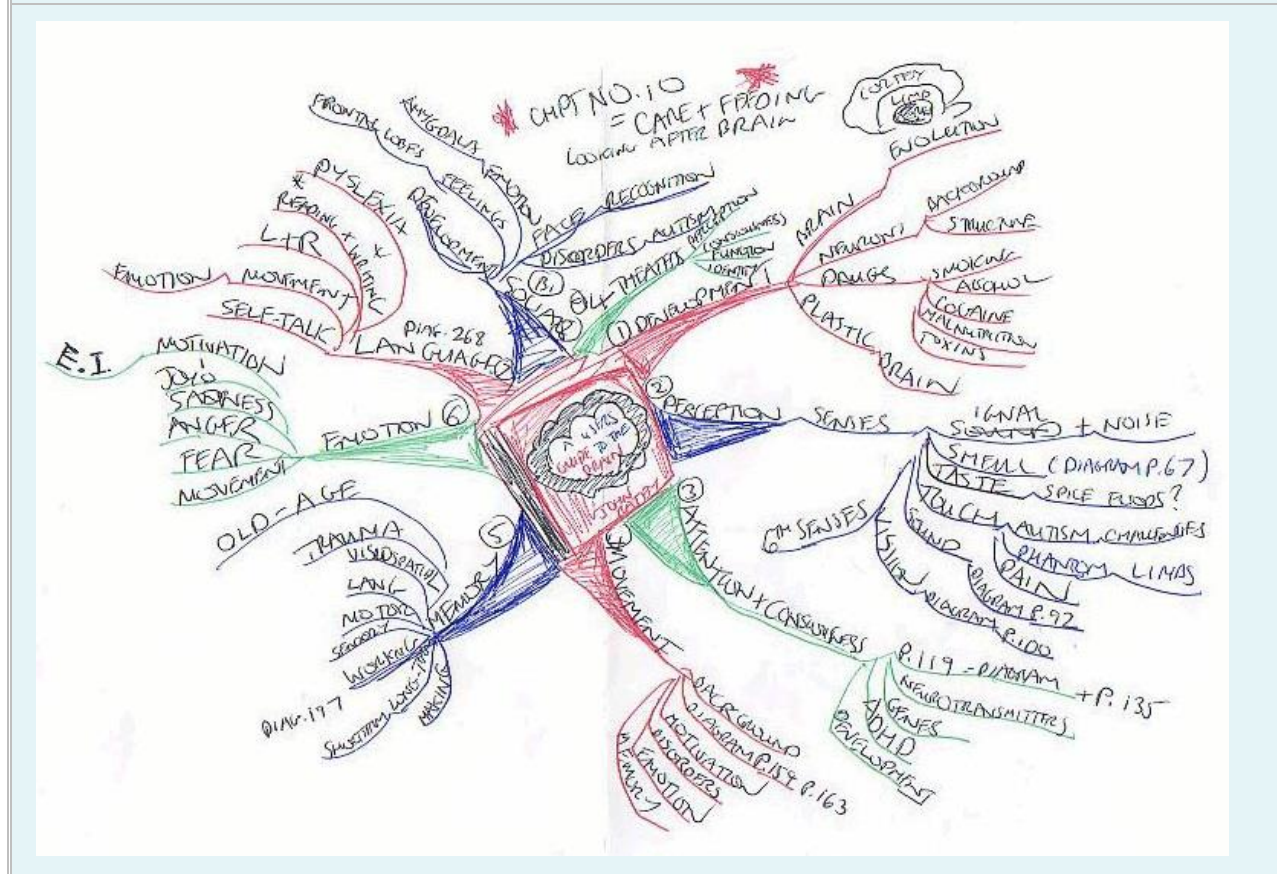
Cunningham (2005) conducted a user study in which 80% of the students thought "mind-mapping helped them understand concepts and ideas in science".<sup>[8]</sup> Farrand, Hussain, and Hennessy (2002) found that spider diagrams (similar to concept maps) had significant impact on memory recall in undergraduate students (a 10% increase). A meta study about concept mapping concluded that concept mapping is more effective than just "reading text passages, attending lectures, and participating in class discussions."

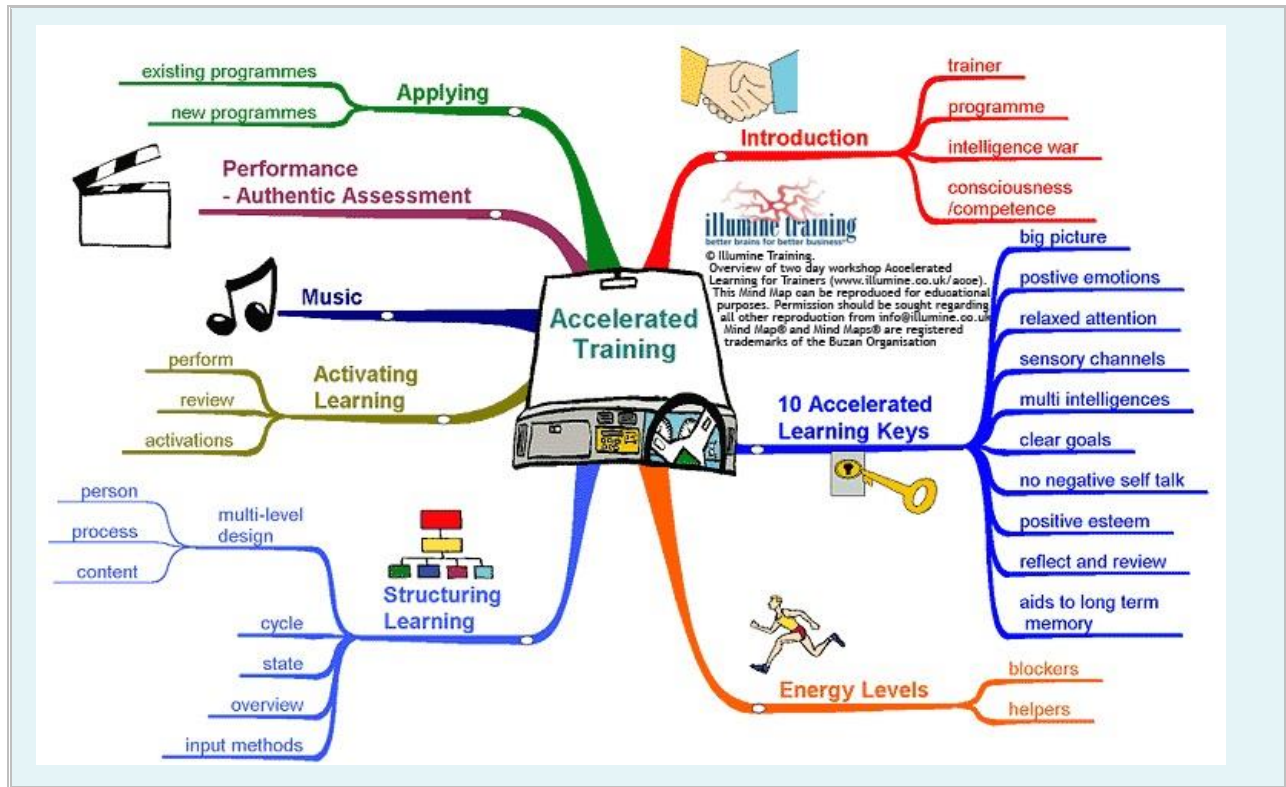
**Examples of Visualization Techniques for making learning visual**

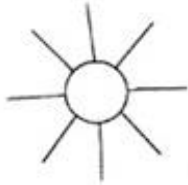
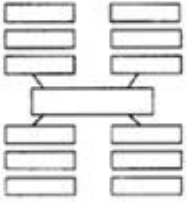
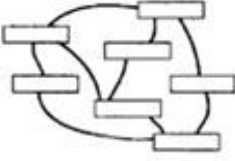
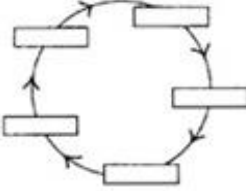
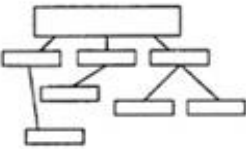



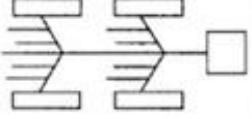
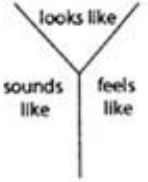

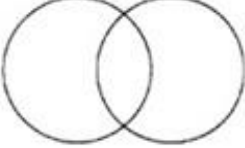
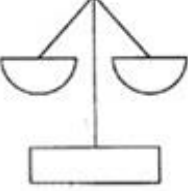
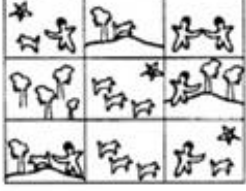

Visualization techniques include bar charts, blueprints, bridges, cluster webs, concept maps, cycle circles, flowcharts, histograms, line graphs, maps, matrixes, mental models, network diagrams, pie charts, scales, sketches, T-charts, tables, timelines, tree diagrams, triple-venn diagrams, twisters, venn diagrams, and Y-charts. [http://en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map)



### LA CASA Y LA FAMILIA

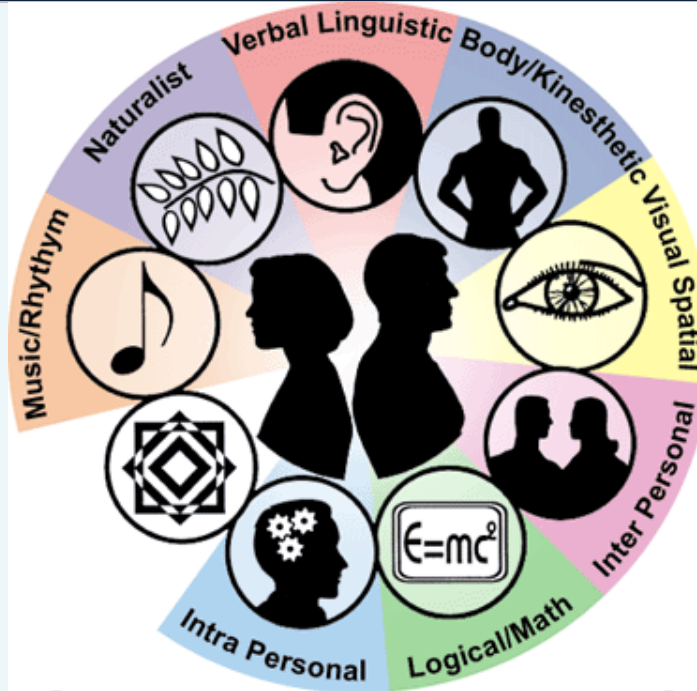




Developing Graphic Organizers to Make Learning Visual			
KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	 <p>Spider diagram</p>	 <p>Affinity/cluster web</p>	 <p>Concept map</p>
Sequencing events, ordering ideas	 <p>Cycle circle</p>	 <p>Flow chart</p>	 <p>Twister</p>
Showing causal links (cause and effect)	 <p>Futures wheel</p>	 <p>Bridge</p>	 <p>Fishbone</p>
Deeper analysis—dissecting an idea into specific components and exploring different attributes	 <p>Y chart</p>	 <p>T chart</p>	 <p>Venn diagram</p>
Planning and decision making or reviewing	 <p>Scales</p>	 <p>Comic strip</p>	 <p>ECG graph</p>



**Incorporating the Wheel of Multiple Intelligences – The Key to Whole-Brain Learning**



**Developing the Nine Different Ways the Brain Learns**

<b>Verbal Linguistic/Word smart</b>	Learn with words by reading books and listening to lectures.
<b>Kinesthetic/Body smart</b>	Learn by using body actions to engage learning.
<b>Visual-Spacial/Picture smart</b>	Learn by using charts, graphics, illustrations, and visuals.
<b>Interpersonal-Relational/People smart</b>	Learn by using group activities to engage learning.
<b>Logical-mathematical/Math smart</b>	Learn by using logical formulas to communicate key ideas.
<b>Intrapersonal-Reflective/Self smart</b>	Learn by writing down what you are learning in a portfolio.
<b>Spiritual/Spirit smart</b>	Learn by practicing the spiritual disciplines.
<b>Musical/Rhythm smart</b>	Learn by using songs and rhymes to teach theology and worship.
<b>Naturalist/Nature smart</b>	Learn by experiencing the beauty and the glory of God in nature.

To activate whole-brain learning (1) read books, watch videos, and listen to lectures, (2) use motions and keep physically active, (3) look carefully at illustrations and charts, (4) discuss what you are learning with others, (5) use logic and mathematical formulas, (6) write reflections and applications in a journal or portfolio, (7) practice the spiritual disciplines and seven virtues, (8) listen to uplifting background music, and (9) enjoy God’s creation.

It is the using the the whole brain that makes learning active and more permanent. Discover your learning strengths and use them while you study. Identifying and applying key ideas requires more focused reading and brain power than merely looking for answers to questions.

<b>Incorporating Whole-brain Learning by Finding Key Ideas and Applications</b>	
<b>EBI incorporates whole-brain learning, which results in long-term memory and life transformation.</b>	
1	<b>Whole-brain questions are designed re-program students' minds to read for understanding.</b> The typical searching for an answer to a specific question does not activate long-term memory and comprehension. However, looking for key ideas and applications does activate long-term memory and comprehension.
2	<b>Whole-brain reading develops neural pathways or super highways of the mind.</b> Each book you read increases your brain power by creating neural pathways in your neural network. Each book you read develops neural connections between parts of the brain that enhance better thinking skills.
3	<b>Whole-brain key idea questions cause you to begin to think like a leader.</b> Readers are leaders and leaders are readers. Looking for key ideas while reading reprograms the brain to look for key ideas in life. Looking for key ideas increased reading comprehension. Looking for key ideas engages long-term memory and multiplies brain power. Looking for key ideas changes your attitudes and transforms your life.
4	<b>Whole-brain key application questions cause you to begin to think like a leader.</b> Developing applications results in thinking like a leader and a pastor. Developing applications develops critical thinking plus creative thinking skills. Leadership is about applying wisdom to life. Creative thinking + Critical thinking = Innovative leadership
5	<b>Whole-brain portfolio questions allow students to be successful from the beginning.</b> Students do not enjoy what they do not understand or are not successful at; therefore, portfolio assignments make sure students understand and are successful at what they are learning by providing the time and guidance they need in 14-week courses. Answering application questions strengthens critical thinking and creative thinking skills needed by leaders.
6	<b>Whole-brain learning results in chemical and physical changes in the brain.</b> Portfolio assignments are designed to reprogram the way students read and think by creating neural pathways or super highways of the mind. Whole-brain learning is about changing the way students read and think. When students review material additional lanes are added to those highways of the mind. Studying and meditating on God's Word is a great use of these highways; worry and resentment are a terrible waste of these highways.
7	<b>Whole-brain writing develops neural pathways or super highways of the mind.</b> Each portfolio you complete reprograms your mind and increases your brain power by creating neural pathways in the brain. Each term paper you write increases your brain power by creating neural pathways in the brain. Each term paper you write makes you a better thinker and a better leader. Each book you write will increase your influence and multiply your ministry. Most good leaders are also good writers.
8	<b>Whole-brain learning assignments</b> are designed to change student attitudes and thus transform their lives (Romans 12:1-2; Galatians 5:13-26; Ephesians 6:10-20; Philippians 4:8; Hebrews 12:1-2; 1 Peter 2. 2 Peter 1). Answering application questions strengthen leading, mentoring, preaching, and teaching skills. Answering application questions develop Christian character and competencies. "If you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ (2 Peter 1:5-8).
9	<b>Whole-brain learning is sequential and cumulative.</b> Each course guides students in reprogramming their minds and developing neural super highways that will increase their brain power—each course is designed to widen those super highways, each course makes students smarter for the next course. Whole-brain learning is about developing students' ability to read for comprehension, to apply concepts to real life, to communicate effectively, to speak confidently, and to write books.



## 40 Reasons for Attending Equip Biblical Institute

**Iron sharpens iron and one man sharpens another. –Proverbs 27:17**

1. EBI is focused on the Word of God, life application, and making an eternal difference.
2. EBI is committed to Christian character, spiritual disciplines, and courageous ministry.
3. EBI is devoted to leadership skills, teaching skills, counseling skills, and people skills.
4. EBI is dedicated to disciple-making, youth ministry, marriage ministry, and small groups.
5. EBI is approved and designed for Southern Baptists and evangelicals worldwide.
6. EBI is inexpensive, costing around \$600 per year in the U.S.
7. EBI is transferable to Southern California Seminary in El Cajon, California.
8. EBI is rigorous in following the accepted standards of U.S. higher education.
9. EBI is innovative in applying the best practices of accelerated adult learning.
10. EBI is as close as your local Southern Baptist Association office or church.



11. You will learn how to utilize college and computer skills that will expand your ministry.
12. You will learn how to apply and teach the key themes of the Old and New Testaments.
13. You will learn how to find and experience the will of God.
14. You will learn how to interpret the key passages of the Bible.
15. You will learn how to apply biblical theology to life and worship.
16. You will learn how to share your faith with family and friends.
17. You will learn how to live the purpose-driven Christian life.
18. You will learn how to accelerate the learning process for teaching youth and adults.
19. You will learn how to become a transformational, disciple-making church.
20. You will learn how to develop your writing and communication skills.

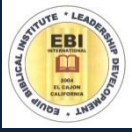


21. You will learn how to analyze and teach the book of Romans.
22. You will learn how to teach in ways that lead to changed lives.
23. You will learn how to provide marriage enrichment in your church.
24. You will learn how to start a community-involved church.
25. You will learn how to share your faith with Roman Catholic friends.
26. You will learn how to lead church members based on spiritual gifts.
27. You will learn how to do pastoral ministry including weddings and funerals.
28. You will learn how to use apologetics for building faith in believers.
29. You will learn how to handle church conflict and encourage reconciliation.
30. You will learn how to develop your leadership and the leaders around you.



31. You will learn how to use Greek and Hebrew study tools.
32. You will learn how to practice the spiritual disciplines.
33. You will learn how to do inductive Bible study.
34. You will learn how to train church planters, pastors, and group leaders.
35. You will learn how to do expository preaching.
36. You will learn how to start small groups that transform lives.
37. You will learn how to organize the Sunday school for evangelistic outreach.
38. You will learn how to better understand yourself and others.
39. You will learn how to develop a family-based disciple-making youth ministry.
40. You will learn how to prepare for spiritual warfare with spiritual disciplines.

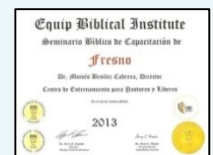




## 39 Rewards of Attending Equip Biblical Institute

Iron sharpens iron and one man sharpens another. –Proverbs 27:17

1. You will be mentored by dedicated professors, pastors, and peers.
2. You will become a role model for your children and children's children.
3. You will become an influence for good in your community.
4. You will develop a better understanding of yourself and others.
5. You will develop a clearer understanding of the world we live in.
6. You will develop a deeper love for God and others.
7. You will develop your character, attitudes, and self-control.
8. You will develop your competence, confidence, and courage.
9. You will develop your leadership and relational skills.
10. You will develop your mental abilities so that you can think better.
11. You will develop your disciple-making and people skills.
12. You will develop your spiritual potential to be the best you can be.
13. You will learn college and career skills that will expand your ministry.
14. You will learn how to accelerate the learning process for teaching youth and adults.
15. You will learn how to become a transformational, disciple-making church.
16. You will learn how to develop a family-based disciple-making youth ministry.
17. You will learn how to become a community-involved church.
18. You will learn how to counsel youth in making right choices.
19. You will learn how to develop your writing and communication skills.
20. You will learn how to disciple and mentor your children.
21. You will learn how to do pastoral ministry including weddings and funerals.
22. You will learn how to find and experience the will of God.
23. You will learn how to handle conflict and bring reconciliation.
24. You will learn how to lead church members based on spiritual gifts.
25. You will learn how to live the purpose-driven Christian life.
26. You will learn how to make a difference in the lives of other people.
27. You will learn how to mentor younger leaders including your children.
28. You will learn how to prepare for spiritual warfare with spiritual disciplines.
29. You will learn how to share your faith with family and friends.
30. You will learn how to start small groups that transform lives.
31. You will learn how to strengthen your marriage and family.
32. You will learn how to teach and preach the Bible in ways that change lives.
33. You will learn how to think both logically and creatively.
34. You will learn how to train church planters, pastors, and small group leaders.
35. You will learn how to use apologetics for building faith in believers.
36. You will learn how to use Greek and Hebrew study tools.
37. You will learn how to work in teams as teams of leaders.
38. You will meet with and learn from interesting people.
39. You will participate in a written conversation with great thinkers and preachers. Studying books written by Dr. Tony Evans, Dr. David Jeremiah, C.S. Lewis, Dr. Charles Ryrie, Dr. Daniel Sanchez, Dr. Warren Wiersbe, and Dr. Harold Willmington is like being mentored by them.



### Pedagogical Rationale for Offering 14-week Courses

#### EBI incorporates brain-friendly courses which result in long-term memory and life transformation.

EBI courses are based on whole brain-based learning, which results in life transformation. Educational psychology indicates that 14 weeks of instruction are critical for maximum learning to take place.

- 1 **First:** Research indicates that it takes 14 weeks to create new habits of thinking and to create new neural connections (neural highways) in the brain.
- 2 **Second:** Research indicates that it takes 14 weeks of reflection and review to activate long-term memory, which is what life transformation and leadership are all about.
- 3 **Third:** Research indicates that students remember more from 14-week courses because there are more opportunities to review and apply the content to real life situations. 14-week courses allow more time for discussion, reflection, application, presentations, and review, which activate long-term memory (i.e., active learning). Time + Focus = Learning
- 4 **Fourth:** Research indicates that the human brain can assimilate only about 2 hours of information, then the brain needs to take a break and think about something totally different—or it will shut down and stop assimilating what is being discussed. It is better to take two 2-hour courses on one day rather than one course for 5 hours. If you teach for 3 hours, but students assimilate only 2 hours of instruction before their brains are saturated, only 2 hours of learning have taken place.
- 5 **Fifth:** Research indicates that time plus focus equal learning. It takes [10,000](#) hours to become a top expert in a given field of study. A Bachelor of Arts normally requires between 5,760 and 6,192 hours.

#### Brain-based Learning = 14-week Courses

- 1 Brain-based learning is the reason top universities change subjects every 2 hours. Brain-based learning is the reason top universities offer 14- or 16-week semesters. The only exceptions are advanced students at the master's level and doctoral level when students have highly developed reading and writing skills. If you teach for 5 hours, but students assimilate only 2 hours of instruction before their brains are saturated—then only 2 hours of learning have taken place.
- 2 EBI is designed for working adults, university students, married couples, and those serving in churches—these students need 14 weeks to complete the portfolios, term papers, presentations, and exams without being overwhelmed and dropping out of school.
- 3 Research indicates that students learn best in 14-week courses—especially adult students who are struggling with learning and who need time to review. The first law of the teacher is that it is the teacher's responsibility to cause the students to learn by creating the best environment for learning and life transformation. The most common complaint of students is that there is not enough time to do the work.
- 4 Since the goal of EBI is life transformation—and not just receiving a paper diploma—EBI is committed to providing students with the best learning environment for success in life, family, and ministry.
- 5 EBI is designed to be completed in 6,240 hours. 65 courses x 96 hours = 6,240. EBI is committed to training the next generation leaders by utilizing maximum class time and active group application. This provides students with the most learning for their money while preparing them for expanded ministry and further seminary training. Students are well on their way to [10,000](#) hours.

Since EBI wants to equip all students, not just advanced students, courses are 14-weeks so that all students can succeed. EBI has received permission to offer 14-week courses for transfer to Southern California Seminary. EBI has not received permission to transfer courses lasting less than 14 weeks.

High expectations attract successful students—low expectations do not attract successful students. No one is excited by mediocrity. The temptation to lower standards and reduce learning based on low expectations of students must be resisted. For this reason EBI incorporates Carnegie Unit Requirements in course design.

<b>Incorporating Writing Term Papers to Clarify Thinking and Multiply Influence</b>	
EBI incorporates writing term papers in each course to clarify your thinking and to multiply your leadership influence.	
<b>1</b>	<b>Writing clarifies thoughts.</b> Writing focuses your thoughts; it sharpens your thinking skills and increases your brain power. This is the reason keeping a journal and writing down reflections is so important.
<b>2</b>	<b>Writing strengthens long-term memory.</b> Writing slows down the mind so it can transfer information from the short-term memory into the long-term memory part of the brain. By writing something down you are programming your brain to remember beyond what you would if you just read the material.
<b>3</b>	<b>Writing results in life transformation.</b> “Reading makes a full man, conference a ready man and writing an exact man.” ~Francis Bacon When you write something down it becomes permanent. Writing down what you want to remember adds an additional brain function; it is not busy work.
<b>4</b>	<b>Writing sermons improves your preaching.</b> Writing will help you eliminate the superfluous, and polish your words to make them memorable. “Since reading makes a broad man, speaking makes a ready man, and writing an exact man, I suggest in the process of preparing your message, write out your thoughts—or you will be like that proverbial river, a mile wide and an inch deep.” ~Charles Swindoll
<b>5</b>	<b>Writing improves your teaching.</b> Writing ideas will help you become more creative in developing charts and visual organizers. The communicator needs to find delightful words and write words of truth correctly (Eccl. 12:10).
<b>6</b>	<b>Writing multiplies influence.</b> The two ways to increase your influence are (1) learn how to write and (2) write books. Writing an article or blog will begin to multiply your ministry. Writing a booklet will multiply your ministry even more. Writing a book will multiply your ministry even more. Writing well on the Internet blogs, Facebook, and websites will multiply your ministry.
<b>7</b>	<b>Writing will transform your leadership.</b> When others can read your vision statement they can better follow your example. “Keep a notebook or journal of lessons learned. This is a . . . record of what you are learning. Write down the insights and life lessons God teaches you about Him, about yourself, about life, relationships, and everything else. The reason we must relearn lessons is that we forget them. Reviewing your spiritual journal regularly can spare you a lot of unnecessary pain and heartache.” ~Rick Warren
<b>8</b>	<b>Writing will equip the next generation of leaders.</b> What you write will form a great part of your legacy to the next generation. All teachers are responsible to teach critical thinking and writing skills. Writing term papers prepares you with the real life skills to write articles, booklets, and books that will help others. Great writing is about rewriting.
<b>9</b>	<b>Writing will meet a great need.</b> Only 5% of people write well—we want to prepare you to be one of them. There is a great need for Christian authors who can study the Bible and apply it to real life. If you write out your sermons you can publish them as books like Dr. J. Vernon McGee, Dr. Charles Swindoll, and Dr. David Jeremiah.
<b>10</b>	<b>Writing prepares you for seminary.</b> You might even become a seminary professor—a pastor of pastors, a teacher of teachers, a leader of leaders.

## Strategic Plan for 2015-2020

Equip Biblical Institute holds that research, assessment, and planning are essential strategies for maintaining an effective vision for the future of the institution. Through a continuous improvement process EBI seeks to balance high academics with practical training and transformative life-change based on strategic planning, budgeting, and evaluation.

### Academic Goals

#### 1.1 Degree Program Revisions and Additions

Strengthen existing international and urban church planting leadership training programs through the on-going development of specialized and relevant curriculum.

Review and modify the sequence of courses as necessary to meet the changing needs of leaders.

Develop additional degree programs to assist local churches and support institutional mission.

#### 1.2 Faculty Development

Promote excellence in teaching and learning by providing regular, data-driven faculty development.

Each director and professor will complete faculty development certificate.

Continuing faculty development will be offered through the internet, emails, and Facebook.

Continue to guide faculty in incorporating 21<sup>st</sup> century learning technologies.

#### 1.3 Instructional Design

Continue to update courses and develop additional academic resources to support the international and urban institutional mission.

Continue incorporate 21<sup>st</sup> century learning technologies in instructional design using the Khan Academy model.

Comprehensively implement blended model for classroom and online instructional delivery using YouTube, Skype, and other developing technologies.

#### 1.4 Development of Academic Centers in each Country

Examine the feasibility of multiple academic centers in each county directed by qualified administrators.

#### 1.5 Library Resources

Continue to purchase and develop book, ebook, and online resources for course designers, professors, and students based on a specialized and relevant curriculum for leadership.

#### 1.6 Faculty Acquisition

Continue to identify and pursue exemplary pastors, leaders, and professors as candidates for faculty positions.

#### 1.7 Student Development

Develop and implement New Student Orientation for students to ensure their success.

Continue to guide students in utilizing 21<sup>st</sup> century learning and research technologies.

Equip students to be the next generation of authors, communicators, and leaders.

Develop students' ability to read for comprehension, to apply concepts to real life, to communicate effectively, to speak confidently, and to write books.

## Document Policy

### **To Protect Student Privacy:**

Like all other institutions of higher education, it is the policy of EBI to shred all documents and references received by EBI after those documents are evaluated.

This is done to protect the student's privacy.

Keep the original copy of your documents.

Do not send documents that you want returned.