

## Guidelines for Professors

### Teaching Adult Learners

#### Class Session Schedule

<b>6:00-6:20</b>	1. A 20-minute student-led prayer, optional song, and introductory lecture (PowerPoint optional).
<b>6:20-7:00</b>	2. A 40-minute discussion of (1) observations, (2) interpretations, and (3) applications based on portfolio and focusing on current ministry situations related to making disciples and developing leaders.
<b>7:00-7:40</b>	3. A 40-minute active group learning exercise.
<b>7:40-7:55</b>	4. A 15-minute period for group reports and summary lecture.
<b>7:55</b>	5. Instructor-led prayer and blessing for students.
<b>7:55-8:05</b>	6. A 10-minute break between classes.
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<b>8:05-8:25</b>	7. A 20-minute student-led prayer, optional song, and introductory lecture (PowerPoint optional).
<b>8:25-9:05</b>	8. A 40-minute discussion of (1) observations, (2) interpretations, and (3) applications based on portfolio and focusing on current ministry situations related to making disciples and developing leaders.
<b>9:05-9:45</b>	9. A 40-minute active group learning exercise.
<b>9:45-10:00</b>	10. A 15-minute period for group reports and summary lecture.
<b>10:00</b>	11. Instructor-led prayer and blessing for students.

#### Class Session Environment

1. Place tables in a semi-circle so everyone can see one another and there is no back row of students.
2. Have students sit in groups of three for group projects.
3. Encourage students to sit at different groups by moving one seat to the right each session.
4. Give each group two 8 ½" x 11" sheets of paper: one for writing down their ideas and one for drawing an illustration. Optional: Have 11 x 17 inch paper available for group projects (or students can use two 8 ½ 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 raise your 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. Always start on time with a student-led prayer time and song. This develops a respect for time, student-leadership skills, and ownership of learning on the part of students.
2. Begin the session with 20 minutes of lecture and/or PowerPoint. Always keep the lecture short.
3. Then engage students in 40 minutes of discussion. Adults learn more from what they say than what they hear. The goal is life-change—not the memorization of facts.
4. Remind students to read the chapters and answer the quiz 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.

5. Engage students in group learning exercises for 40 minutes. This allows each student to use their own learning styles and strengths of talking, reflecting, writing, and drawing.
6. Engage students in standing up and giving group reports for 15 minutes. This develops confidence and public speaking skills.
7. 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.
8. Have students form new groups each session by moving students one seat to the right each week. This allows students to get to know one another and form a supportive learning community.

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

### **Guidelines for Developing Transformational Leaders**

Professors, 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 weaker students.** Both will benefit from this arrangement as it exemplifies Christian discipleship.
2. **Lecture no more than 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. **Encourage students work in groups on the Portfolios** so that stronger students and 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 projects** 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 sermons and book presentations** is to give students experience in how to preach and teach and articulate their beliefs as they will in real life and ministry.

## Pautas para Profesores

Profesores, nuestra misión es desarrollar a líderes transformacionales. Nuestra meta es llevar al estudiante de donde está hacia el siguiente nivel. Ya que la mayoría de los estudiantes y líderes aprenden mejor en grupos pequeños, es importante que usted siga las siguientes pautas:

1. **Anime a que los estudiantes más fuertes asistan a los estudiantes más débiles.** Ambos se beneficiarán de este arreglo ya que ejemplifica el discipulado cristiano.
2. **La cátedra no debe durar más de 15-20 minutos**—los estudiantes aprenden mejor con discusión, compartir, y aplicación. Recuerdan más lo que dicen que lo que escuchan.
3. **Anime a que los estudiantes trabajen en grupos con los Portafolios** de modo que los estudiantes más fuertes puedan ayudar a que los estudiantes más débiles se hagan fuertes. La meta es llevar al estudiante de donde está hacia el siguiente nivel de liderazgo.
4. **Recuérdale a los estudiantes que el propósito de los proyectos en grupo** es para dar experiencia a los estudiantes en cómo aprender y trabajar juntos en equipos así como ellos lo harán en la vida real y en el ministerio.
5. **Recuérdale a los estudiantes que el propósito de los sermones y de las presentaciones de libretos** es para dar experiencia a los estudiantes en cómo predicar y enseñar y articular sus creencias así como ellos lo harán en la vida real y en el ministerio.