

To: Grove City 2001 Presenters and Facilitators
From: Mike Vail
Date: March 31, 2001

RE: Suggested outcomes for presentations.

CAUTION: These outcome statements are first drafts and are intended to show how all the presentations can contribute to the overall intended outcome for the workshop. They have not been discussed or negotiated with individual presenters. Your response is expected and welcomed.

My educational philosophy:

I believe that a teacher's primary role is to create an environment in which students can learn. This belief represents many basic assumptions about

1. the teaching/learning process,
 - social context, learning environment, strategies, methods and media
2. the learner
 - entry skills, characteristics, motivation, preferences, role and culture
3. the content
 - knowledge, skills and attitudes.

This belief does not trivialize the importance to the process of the teacher, the learner or the content, but it helps clarify the relationships of the three elements. The teacher is the key decision-maker. Teachers decide on content, develop strategies based on the content and specific learners, initiate the learning process, assess progress, provide intervention and feedback, and adjust strategies as needed. The learner must actively engage the content within the learning environment before learning actually occurs. Most learning strategies actively involve the learner through listening, reading or manipulating content, then the learner performs mental trials before accepting or rejecting the new content. These mental trials are tests of new information, skills and attitudes to see if the new content is consistent with the learner's current understanding of reality or if the new information requires the learner to adjust their understanding of reality.

Presentations and Learning Activities:

In presentations at this workshop we are providing core content (knowledge, skills and attitudes) for our learners to engage. We are providing activities (team sessions) that will allow them to test what has been presented. We can assess the success or failure of the workshop by observing team interactions and examining the module outlines produced.

We should model a variety of teaching styles and learning activities. At the same time we should not assume that our learners recognize the "what and why" of the activity as they are engaged in it. We need to instruct them before the activity or review the learning activity after they experience it to help them understand what they experienced and why we chose the activity.

As presenters we each have a preferred style. I like to use PowerPoint presentations to provide structure for my presentations. I can include visual representations of models to help learners visualize relationships and processes. I also provide paper copies of the PowerPoint slides to participants so they can have a reminder of the information to “take away.” I prefer to print my PowerPoint presentation with three slides per page and lines next to the slide so participants can add their own notes and comments. This is an opportunity for them to actively listen, see, and question what they are being presented. This presentation style is not the only strategy that would work. I have had some success with this style in similar workshop settings. Other content lends itself to simulations, role-playing, small group discussions, guided discussions, learner research and written assignments and I have used all of these strategies at various times.

We will have an overhead projector and a PowerPoint computer and video projector available for presentations. You are welcome to use this equipment if it adds to your chosen teaching/learning strategy. If some other type of presentation equipment is needed, please let us know so that the equipment can be available.

We want to supply participants with a notebook containing the content of each presentation, instructions and module team worksheets, and a place for their own notes. You may prefer to prepare manuscripts, notes, outlines or printed PowerPoint slides, but we should have some permanent record of your presentation for the participants.

Suggested outcomes by presentation:

Unit 1: Why?

For presenters within the US who have received their copy of the book, *Course Design*, I would suggest reading through pages 1-82. These pages correspond to *Unit 1: Why?* of the workshop. (See previous e-message, Workshop Overview and Tentative Schedule) The curriculum development model (*Course Design*, p. 11) shows how values and educational goals contribute to development of a module rationale.

Unit 1 presentations are intended to orient participants to the values of the church and society, and to define the established educational goals for the Modular Course of Study.

Al Truesdale: *Values that Inform Ministerial Preparation*

Participants will

- Be able to articulate the role of ordained clergy in the post-modern church
- Appreciate the responsibility of being called to full-time ministry and how it compares to the call of all believers
- Describe theological tenets of the Wesleyan tradition and how they inform our educational philosophy (universal priesthood of believers, free will, value of the individual, personal and corporate holiness)

- Value the obligation of the church to prepare ministers for a lifetime of service.

Mike Vail: *The Curriculum Development Process*

Participants will

- Communicate about curriculum development using common terminology
- Understand the relation between general products and processes of a curriculum development model
- Articulate and value the educational goals of ministerial preparation as stated in the *Manual* and *Sourcebook*
- Recognize the 4-C's ability statements as the beginning of a curriculum for ministerial preparation

Randy Wells: *The Adult Learner and Adult Education Practice*

Participants will

- List characteristics of the adult learner
- Compare and contrast the practice of pedagogy and androgogy
- Recognize the agenda of the adult learner
- Appreciate the things that motivate adult learners
- Value the skills and life experiences that adult learners bring to the teaching/learning process.

Unit 2: What?

In this unit module teams will refine their definition of the module content and the relationship between content topics. *Course Design*, pp. 23-67 and 83-104 deal with intended learning outcomes (ILO's) and ways of expressing their relationships through conceptual maps, content outlines and narrative descriptions. The presentations of Unit 2 do not clearly fall into one neat category. They actually overlap Units 1 and 2 by contributing to the participant's understanding of the learner and the factors that contribute to the learning environment.

Linda Alexander: *Writing and Categorizing Intended Learning Outcomes* (see Ch. 2)

Participants will

- Use intended learning outcomes in intended understandings and intended skill categories to define and limit module content and provide instructional focus
- Communicate a module's content and relatedness through topic outlines, conceptual maps or narrative descriptions
- Appreciate the flexibility of learning outcomes to define a variety of content, subjects and disciplines

Fletcher Tink: *The effect of culture on teaching and learning; Cultural Awareness and Sensitivity*

Participants will

- Describe how understanding culture contributes to our understanding of learner characteristics
- Be aware of how a learner's culture can modify the teacher's selection of educational strategies
- Describe how cultural differences can impede communication
- Recognize and adjust interpersonal and instructional interactions to accommodate cultural differences.

Corlis McGee: *Levels of Instruction and Articulation*

Participants will

- Appreciate that a variety of instructional levels are necessary to meet the entry level needs of learners
- Explore differences between preparation for ministry and matriculation from/to educational programs
- Define evaluative criteria for determination of instructional level
- Suggest ways to maintain appropriate instructional outcomes while treating the same content at a variety of instructional levels.

Unit 3: How?

Unit 3 builds on the previous units and begins to convert curriculum into instruction. Defined intended learning outcomes are refined and clustered to form cohesive units and general teaching strategies are selected. *Course Design* chapters 5, 6 and 7 contribute to this unit. Defined units can be further divided into lessons and lesson plans can be outlined with learner objectives for each lesson and teaching strategies suggested.

Linda Alexander: *Forming Instructional Units and Lesson Plans* (see Ch 5, 6)

Participants will

- Refine intended learning outcomes and cluster them to form instructional units
- Analyze a set of ILO's for balance in meeting educational goals of Be-Know-Do
- Organize units to optimize learning
- Separate units into lessons and write learner objectives for each lesson

Frank Garton: *Learning Styles and Learner Preferences*

Participants will

- Recognize that individual learners have characteristic learning styles and preferences
- Vary instruction to accommodate a variety of learning styles
- Understand how life experiences and roles can prepare the adult learner to function in a variety of learning environments

Dean Blevins: *Adult Learning Strategies*

Participants will

- Describe a variety of teaching/learning strategies to meet the same set of outcomes
- Vary instruction to accommodate a variety of learning styles
- Select teaching strategies to utilize the strengths of adult learners
- Appreciate the cooperative nature of adult education

Wilbur Brannon: *The Lynchpin to Ministerial Preparation*

Participants will

- Appreciate the partner relationship between educators and local congregation in preparing ministers
- Describe one example of directed internships to prepare ministers (TNU plan)
- Integrate practical application in teaching/learning strategies

Connie Vail, Mike Vail: *Components of Lesson Plans*

Participants will

- Recognize common components of lesson plans in existing Course of Study modules
- Write lesson plans that include appropriate lesson plan elements

Dean Blevins: *Preparing Pastors-as-Teachers*

Participants will

- Define differences and similarities between the role of pastor-as-preacher and pastor-as-teacher
- Suggest ways of preparing pastors to teach Course of Study modules

Unit 4: Was it Successful?

Unit 4 explores methods for assessing and communicating student learning in certificate level modules. It also addresses ways of improving modules, and ways to evaluate the module's success in preparing learners for ministry (see *Course Design*, Ch. 8).

Roger Hahn: *The Missing Link, Things I've Learned*

Participants will

- Describe the relationship between intended outcomes, instruction and assessment
- Design assessment instruments that relate to intended outcomes
- Avoid common errors in performing student assessment

Ron Blake: *Assessment of Candidates in Outcomes-based Educational Programs*

Participants will

- Describe evaluation methods that reflect an ability/outcomes paradigm vs. a content paradigm
- Suggest ways for teachers to communicate student performance to DMSB in certificate level programs
- Suggest ways that DMSB can assess learner development of abilities for defined modules

Ron Blake: *Validation and Distribution of Educational Programs*

Participants will

- Describe the *Manual* mandated COSAC/ICOSAC validation procedure
- Appreciate the flexibility and responsibility of educational providers to meet the mandated standards and validation procedures
- Participant in field-testing modules and suggesting methods of improvement

With this information you may wish to open discussions with me and/or other presenters who will be working on similar units or topics. Contact information for presenters follows.

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From: Mike Vail
To: Grove City 2001 presenters
And educational facilitators
Date: March 22, 2001

RE: Workshop Overview and Tentative Schedule

In the invitation letter to Grove City 2001, you read statements of the two-fold purpose for the workshop

- to develop participants' skills in creating instructional programs and materials to reach defined educational outcomes, and
- to create curriculum outlines, syllabi, lesson plans and resource lists for modules of the new Modular Course of Study for Ministerial Preparation.

Therefore, the central focus of the workshop is designing instructional materials to equip ministers for a lifetime of effective ministry. In this workshop all activities will be directed toward this central focus. The skills developed by participants are not limited to preparing ministers but will have a much broader application to developing educational courses and materials for many outcomes and audiences.

To facilitate communication and team-building, a common model and common language are required. While all participants may not wholeheartedly support the exact model used or the systematic approach that model imposes, effective, efficient communication dictates that some common model be followed. I have taken the liberty to select a curriculum development model described by Posner and Rudnitsky in *Course Design—A Guide to Curriculum Development for Teachers*. This model provides a framework for developing courses (modules or units) in a variety of disciplines and has been extensively field-tested. It also allows for the freedom and flexibility for adaptation of the model as the teachers discover more about their students, the subject matter and the learning environment. For those of you who attended Johannesburg 2000, ANCA 2000, or Bangkok 2000, this model will be familiar. It is the model I use to describe outcomes-based curriculum development.

Each of the workshop facilitators will receive a copy of *Course Design* to review and keep for future reference. (We haven't worked out the distribution method for facilitators coming from outside the USA yet.)

Curriculum development and the subsequent production of instructional plans can be overwhelming if attempted "all-at-once." This project needs to be broken down into smaller, manageable pieces that when completed accomplish the desired outcome. The basic design for the workshop consists of working sessions with specified outcomes (products) to be accomplished in each session. The segmented products are sequentially developed and when brought together in the last session will produce the desired outcome.

The workshop consists of four units. Each of these units has instructional and production components. They provide participants with information and develop skills needed to produce a specific educational product related to an assigned module. Some presentations contribute to more than one unit.

Unit 1: Why?

Product: A module rationale

Participants need to know:

- Concepts of the learners, the church and society, the subject matter, the teaching/learning process.
- Educational Goals

Presentations:

- Al Truesdale: Values that Inform Ministerial Preparation
- Mike Vail: Educational Goals and the Curriculum Development Process
- Randy Wells: The Adult Learner and Adult Education Practice

Unit 2: What?

Product: Intended Learning Outcomes (ILO's)

Participants need to know:

- How to determine and express intended learning outcomes
- How to organize content and represent sequence and relationship

Presentations:

- Linda Alexander: Writing and Categorizing Intended Learning Outcomes
- Fletcher Tink: Cultural Awareness and Sensitivity, The effect of culture on teaching and learning
- Corlis McGee: Levels of Instruction and Articulation

Unit 3: How?

Product: Outline of Units & Lesson Plans

Participants need to know:

- How to develop units
- Relationship between outcomes and learner objectives
- Components of lesson plans
- Options for learning strategies

Presentations:

- Linda Alexander: Clustering and Sequencing ILO's into units
- Frank Garton: Learning Styles and Learner Preferences
- Dean Blevins: Adult Learning Strategies
- Wilbur Brannon: The Lynch-pin to Ministerial Preparation
- Connie Vail, Mike Vail: Components of Lesson Plans
- Dean Blevins: Preparing Pastors-as-Teachers

Unit 4: Was it Successful?

Product: A plan for module evaluation and a plan for learner assessment (

Participants need to know:

- Mandated procedures for evaluating candidates for ordination
- Validation of educational programs (COSAC/ICOSAC)
- Assessing student learning
- Relation between intended learning outcomes, instruction and assessment

Presentations:

- Roger Hahn: The Missing Link, Things I've Learned
- Ron Blake, Wilbur Brannon: Assessment of Candidates in Outcome-based Educational Programs
- Ron Blake: Validation and Distribution of Educational Programs.

In the tentative schedule you will find that sometimes the units will overlap. This is represented by the fact that some presentations may occur before the teams have produced the product from the earlier unit. This is just evidence that some adjustments are required to allow sufficient blocks of time for the teams to work.

I should also point out that there are several outcomes for the workshop that have not been expressed yet.

- The interaction between multinationals in a team setting will give participants a deeper understanding of the challenge and complexities of working in heterogeneous learning environments.
- Participants will experience a variety of learning activities as modeled by presenters.
- Participants will understand that outcomes can be achieved in a variety of contextually appropriate means.
- Participants will form informal, multicultural networks of colleagues.
- Participants will experience a workshop model that can be contextualized to equip curriculum developers in their regions.

As you examine the schedule, remember that it is tentative. We can adjust it. Presentation titles are only suggestive of the content and may/should be revised to suit the presenter. I will talk with each of you via email or telephone to help determine the content, methods and outcomes for your presentation.

I trust that this overview will give you some idea how your presentation contributes to the whole workshop and suggests how you can begin developing your presentation. I welcome any suggestions and questions that you may have after reviewing this memo.

Mike Vail

Grove City 2001
Tentative Schedule

	Monday, June 11	
10:00 – 12:00	Facilitators' Orientation	
12:00 – 1:30	Lunch	
1:30 – 3:00	Facilitators	<i>Prepare final materials</i>
3:00 – 4:30	Registration	Name Tags, notebook, CDROM, pen, map, participant list, contact numbers, computer info, hotel incidental policy, Welcome letter
4:30 – 5:00	R. Blake, J. Lambert	<i>Welcome</i>
5:00 – 5:30	M. Vail	<i>Workshop Overview: Dual Purpose, Intended Outcomes, Schedule, Wkshp Materials, Logistics</i>
5:30 – 7:00	Dinner	
7:00 – 8:00	Al Truesdale	<i>Values that Inform Ministerial Preparation, The Heart of Ministerial Preparation: Church/Society, Wesley Theology, Subject, Call</i>
8:00 – 8:15	M. Vail	Assign Module Team 1: members, outcomes, locations
8:15 – 9:00	Module Team 1.	Get Acquainted and Organized
9:00 – 9:30	Transportation	Return to hotels

	Tuesday, June 12	
7:30 – 8:00	Transportation	Go to Grove City Nazarene Church
8:00 – 9:00	Breakfast	
9:00 – 9:30	Annette Brown, R. Wells	How We Do It. (Alliance, District Training Centers, College Extension)
9:30 – 10:30	M. Vail	OBE, What is a Module?, BKD, 4C
10:30 – 10:40	M. Vail	Assign MT 2: idea list, tentative outline
10:40 – 11:00	Break	
11:00 – 12:30	Module Team 2.	Boundaries and Content of Module <ul style="list-style-type: none"> - Initial list of ideas, content, resources, etc. - Tentative module outline
12:30 – 1:30	Lunch	
1:30 – 2:30	R. Wells	The Adult Learner & Adult Education Practice
2:30 – 3:30	L. Alexander	Writing & categorizing ILO's, Narrative
3:30 – 3:40	M. Vail	Assign MT 3: ILO, BKD, Narrative
3:40 – 4:00	Break	
4:00 – 6:30	Module Team 3.	ILO's, Central Questions, Narrative
6:30 – 8:00	Dinner	
8:00 – 8:30	Transportation	Return to hotels

	Wednesday, June 13	
7:30 – 8:00	Transportation	Go to Grove City Nazarene Church
8:00 – 9:00	Breakfast	
9:00 – 9:30	J. Julca & (MAC)	How We Do It. CENETA/SENDAS
9:30 – 10:30	F. Tink	Cultural Awareness & Sensitivity, Effect of Culture on Teaching/Learning
10:30 – 10:50	Break	
11:00 – 12:00	C. McGee	Level of Instruction: Degree & Certificate, articulation
12:00 – 12:30	M. Vail	What is a Rationale & what are its components? Assign MT 4: Write module rationale
12:30 – 1:30	Lunch	
1:30 – 3:30	Module Team 4:	Rationale: The problem, learner, church/society, subject, educational goals.
3:30 – 3:50	Break	
4:00 – 4:30	L. Alexander	Assign MT 5: Clustering & Sequencing ILO's into units.
4:30 – 5:30	Module Team 5:	Formulating Instructional Units: clusters, ILO's, sequence & title units
5:30 – 7:00	Dinner	
7:00 – 7:30	Transportation	Return to hotels

	Thursday, June 14	
7:30 – 8:00	Transportation	Go to Grove City Nazarene Church
8:00 – 9:00	Breakfast	
9:00 – 9:30	N. Bartle, C. Rotz	How We Do It. The pre-literate, and low-literate learners.
9:30 – 10:30	F. Garton	Learning Styles & Learner Preferences
10:30 – 10:50	Break	
11:00 – 12:10	D. Blevins	Adult Learning Strategies
12:10 – 12:30	W. Brannon	The Lynch-pin to Ministerial Preparation
12:30 – 1:30	Lunch	
1:30 – 1:50	M. Vail	Assign MT 6: Fair Use, selecting teaching strategies
1:50 – 3:30	Module Team 6	General Teaching Strategies Divide Units into Lessons, identify general teaching strategies
3:30 – 3:50	Break	
4:00 – 4:30	L. Alexander, C. Vail	Components of Lesson Plans, MT 7 Assign:,
4:30 – 6:30	Module Team 7	Lesson Plans: Title Lessons, define content, write learner objectives, motivators, punctuate the finish. Suggest specific content & activities.
6:30 – 8:00	Dinner	
8:00 – 8:30	Transportation	Return to hotels

	Friday, June 15	
7:30 – 8:00	Transportation	Go to Grove City Nazarene Church
8:00 – 9:00	Breakfast	
9:00 – 9:30	C. McGee, A. Holleman	How we do it. EuNC decentralized.
9:30 – 10:30	D. Blevins	Small Group Discussion/Report: Preparing Pastors as Teachers
10:30 – 10:50	Break	
11:00 – 12:00	Roger Hahn	The Missing Link – Thing I've Learned
12:00 – 12:30	W. Brannon, R. Blake	Assessment of Candidates in OBE programs. MT 8 Assign: Evaluation & Assessment
12:30 – 1:30	Lunch	
1:30 – 3:30	Module Team 8	Evaluation & Assessment: create suggested questions for DMSB, Suggest assessment measures to instructors
3:30 – 3:50	Break	
4:00 – 4:30	R. Blake	Validation of Educ. Programs, Field-testing, Distribution systems, partnership roles of educational provider, universities and Clergy Services
4:30 – 6:00	Module Team 9	Finalize module report, syllabus, outline, ILO's, lesson plans
6:00 – 6:30	M. Vail	Workshop Evaluation
6:30 – 8:00	Dinner	
8:00 – 8:30	Transportation	Return to hotels

	Saturday, June 16	Workshop Participants
	Breakfast	Participants will eat breakfast in hotels
	Depart	Participants will depart to airport or MVNC for Faith, Learning and Living Conference. Some will be staying in hotels until departing for Indianapolis and General Assembly
	Lunch	On their own

	Saturday, June 16	Regional Education Coordinators
	Breakfast	In hotels
9:00 – 10:30	J. Lambert, R. Blake	Debrief REC's on workshop
10:30 – 12:00	J. Lambert, R. Blake	Discussion of Next Steps for WM regions
12:30 – 1:30	Lunch	REC's, Clergy Services, IBOE
1:30	REC's depart	Travel to MVNC, etc.