

The Teacher and Increasing Student Learning

“I give you sound learning, so do not forsake my teaching” (Proverbs 4:2, NIV).

“A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels” (Proverbs 1:5, KJV).

“Start with God—the first step in learning is bowing down to God; only fools thumb their noses at such wisdom and learning” (Proverbs 1:7, MSG).

Objectives

At the conclusion of this lesson the participant will be able to accomplish the following:

1. Define the attitudes of today’s college and Bible school students and determine if they are alike or different.
2. Identify and discuss the major purposes of interactive teaching, its value to teachers and students, and list potential risks to both.
3. List and discuss five teacher traits that are critical to interactive teaching strategies.
4. Understand intrinsic and extrinsic motivation and review the ways each can be used in the classroom.
5. Explain the findings and conclusions of the Qin Zhang (2014) research study.
6. Discuss and explain the importance of teacher enthusiasm as it relates to student engagement and motivation to learn.
7. Make a self-assessment of your current teaching strategies to determine what changes, if any, should be made to ensure increased teacher effectiveness.

Introduction – Rethinking How Students Learn

“Teaching Bible School classes would be easy if it wasn’t for *those* students” (Buie, 2014).

A Few Words about Young People Today

Pursuing Ministerial Excellence!

In the United States, individuals born between 1980 and 2000 now outnumber the Baby Boomers (1946-1964). Because of their impact on American society, some refer to these young people as the New Boom generation that numbers over 80 million. To Baby Boomers, or older people, the millennials (15-35 years old) seem lazy, disorganized, unfocused, still living at home, have a sense of entitlement, and are always taking “selfies.” For the most part, millennials are non-political, non-religious, and not very interested in the past. These characteristics may or may not be found with young people everywhere.

But millennials are probably **the most engaged** generation ever – engaged with their smart phones, engaged with their social media, and engaged with sports and entertainment celebrities. You might call these young people “the small screen” generation because they are not just users of social media – they invented it! They not only invented those small screens, they introduced them to us and taught us how to use them. One famous millennial, Mark Zuckerberg, the founder of Facebook, has a personal worth \$33 billion. Unfortunately, they may NOT engaged with education, formal learning, or God.

They are the most connected, the most technically savvy, the most open-minded, and the most diverse generation. What you should remember about millennials or young people is this:

- They are or will be your Bible school students.
- They are already communicating socially with each other almost constantly.
- They are accepting of new ideas and concepts.
- To impact their lives with His Word, you must be willing to enthusiastically engage them with technology, smart phones, and iPads, and be absolutely passionate in your teaching to prepare them for His service.

Education researchers are not sure exactly how college students learn. But they have recognized that these students have very limited short-term memory. The traditional class lecture, which has been used for thousands of years, targets only the listener’s *short-term memory* and relies on his or her ability to take detailed notes about what they have heard. If students are not good note-takers, then the likelihood of them retaining material and information from a lecture is very low. Because most lectures involve teachers speaking for extended periods of time, and depending on the instructor’s teaching ability, some Bible school students might consider the alternative definition below to be more appropriate. The typical class lecture usually involves a lot of talking, a lot of note-taking, and very little learning.

Lecture: *a speech read or spoken before an audience or class, especially for instruction.*

An alternative definition: *a long, tedious reprimand. Origin: Medieval Latin – “to read”*

This does not mean that students cannot learn when teachers use lecturing as a strategy. However, it does mean that a lecture must be modified to include other teaching styles that increase the student’s ability to retain, understand, and successfully pass examinations about the lecture material.

Learning researchers have discovered that young adult learning rates can be maximized by teachers using a variety of teaching strategies that specifically target the way students learn.

Students Go to College for the Social Life

Students attend Bible school for a variety of reasons; one of them being for the social life. All of us have a need for some measure of “socialization” with others. And in the Bible school environment, a young

Pursuing Ministerial Excellence!

adult student's social life can conflict with his or her academic and spiritual lives. The results of Rebekah Nathan's (2006) recent research on why young adults go to college revealed that "intellectual life or formal instruction" was not "of central importance." Rather, the research data showed "peer culture" to be a first priority (Nathan, 2006, p. 99).

Nathan's research focused on traditional colleges and not Bible schools. So its conclusions may not be applicable to Bible school students whose priorities should be seeking spiritual direction, gaining a true theological and doctrinal foundation and understanding, and to prepare for future ministry. However, it would probably be a mistake to ignore human nature and its social life component even in the Bible school environment. In Luke 14, the parable of The Great Supper provides evidence that individual priorities can be easily misplaced, and where three individuals make three excuses (verses 18-20) as to why they cannot immediately and willingly obey the Master's call. All three excuses were *social* in nature:

Excuse #1 "I have bought a piece of ground, and I must needs go and see it."

Excuse #2 "I have bought five yoke of oxen, and I go to prove them."

Excuse #3 "I have married a wife, and therefore I cannot come."

The first and second individuals based their excuses on a social relationship between buyer and seller. Neither man even attempts to explain the illogical and foolish purchase of property and oxen *without* first inspecting them and determining their worth. The third individual based his excuse on the most fundamental social institution of all – marriage. He does not say whether he married his wife "sight unseen," but if he was as foolish as his friends, he might have done so. As you see, social pressures can significantly influence individual and group behaviors and attitudes. So we can conclude that social and life pressures can adversely affect how young adults learn.

"Seek the Kingdom of God above all else, and live righteously,
and he will give you everything you need" (Matthew 6:33, NLT).

Another finding of Nathan's research was that friendships and social contacts were not racially or ethnically diverse, and as a result, did not foster a common social community among students. I would hope that Oneness Pentecostal Bible schools with Holy Ghost-filled administrators, faculty and students would serve as a shining example of diversity; and that common tenets of faith, the love of God, and a godly calling on their lives would focus both faculty and students on the school's two primary purposes: 1) to educate and to equip this generation with Pentecostal truths and Holy Ghost power, and 2) to motivate and to inspire them to eagerly launch into the harvest and reach "whosoever will" (Mark 8:34, KJV).

Students Don't Go to College to Learn

You can now see that young adults may go to Bible school for social reasons as well as to gain ministerial and biblical training for future ministry. But I would still like to think that they really do want to learn. Unfortunately, for many of today's college students learning is not the main priority because learning is not even a priority at all. Research studies have shown that young adults see little worth in academic and intellectual life; instead, they "manage" their college program to achieve the end goal of graduation in the shortest time possible with the least effort. Most of these students attend classes, are courteous

to instructors, and earn passing grades, but “attending class” and “learning intellectually” are two different things. Here is an actual example:

A professor assigned a mandatory reading list for the course. The professor expects his students to read all the book chapters or journal articles on the list. But, some students have a process by which they determine whether “it is in their interest” to read the mandatory assignments. They ask the following questions to make their decision whether they will read the material or not: *Will I be tested on the reading? Will I need the reading for homework? Will I be called on to answer questions about the reading?* If the answers to these questions are “no,” then, they do not read the assignment.

Researchers note that students often do the assignments we ask, but they are not in our classes “to learn.” By that I mean they do not go beyond the minimum requirements, they do not think critically, and they do not explore outside references to gain additional insights on the subject matter. It should be the goal of every teacher to encourage and inspire their students to learn beyond the course requirements and beyond what is discussed in class. However, today’s students do not enroll in our classes to learn; they enroll because the course is a prerequisite for graduation in their career field. We should not consider such students to be bad people because of this viewpoint. Instead, they represent a major teaching challenge to us, as teachers. How can we change our teaching strategies and styles to ensure students learn, in spite of themselves?

The Good News – Not All Students are Alike

I have to admit that these research findings are very discouraging. However, I also have good news for you. As you well know, there are always exceptions to the rule, and this same research reveals that not all students are alike. A Bible school’s student culture is not homogeneous, and its student body contains young people with a variety of social, cultural, ethnic, and academic backgrounds. And among these students are many who have high academic and spiritual expectations and goals that go beyond the minimal course requirements. Teachers should not react to these student behaviors by fighting student peer culture, but rather, they must encourage, support, care for, invest in, and challenge their students to perform beyond their personal expectations. Here is a personal teaching experience:

Some years ago, I was tutoring a Bible student who was preparing for a Geography of Israel exam. When I completed quizzing him on the locations of several cities in ancient Israel, he asked me about Ur, the Sumerian city-state of Mesopotamia. “Oh, I said, “don’t worry about that, it’s not on the test.” His response was quick, “Listen, I’m not here to learn the test; I am trying to understand ancient biblical geography as a whole.” He continued, “Please, let’s talk about Ur and its significance in biblical history.”

I was not prepared for the young man’s response because I was focused on “teaching the test.” I encourage you not to place any artificial limitations on student learning. When your students are seeking more information or start asking questions that go beyond the scope of your lesson plan, be excited and prepared to take them deeper into the material or to take an academic detour to a learning destination you did not anticipate. Of course, this will mean more work on your part: in-depth study, more background research, and a more expansive knowledge of your subject matter, but the amazing academic and spiritual growth of your students will more than offset the additional preparation required. You might learn something, too!

Pursuing Ministerial Excellence!

Not all students want to think critically or advance their knowledge to include material outside the classroom, but when you discover those who do, you should take advantage of that opportunity and take the entire class along with you on that learning adventure. If you do not encourage and support the “learning explorers” among your students, you will be settling for less spiritual and academic development in them. Also remember, just because some students may not be motivated to learn, that does not justify you “dumbing down” your teaching to make it “easier to pass” for those uninterested or with less capacity to learn. You can adjust individual grades for the less capable. Your courses should have high (achievable) standards so that there is a constant expectation for students, who chose to do so, to learn at the highest levels possible.

It is my prayer and belief that Pentecostal Bible students are part of “the exception to the learning rule.” And while most traditional college students may not want to learn, your Bible students are being led by His Spirit and have a unique calling on their lives, and with all their hearts, desire to learn and understand the great things of God. This promise is for the teacher as well as the student.

“Delight thyself also in the LORD; and he shall give thee the desires of thine heart.” (Psalm 37:4, KJV)

As teachers, we should also understand the whole context of a student’s life. No matter how important we believe our classes or courses are to our students, they have lives outside the classroom. Students are people with real responsibilities and other interests that often conflict with the learning process. Like each of us, they volunteer at church, spend time with their families, work long hours at a job, teach Bible studies, eat and sleep, and more. I am confident all of you sincerely want the very best for your students. And if that is the case, our first priority is to love and pray for them, understand the pressures pulling them in opposite directions, and try to mitigate those pressures by being an encouraging mentor.

I Learn Best When.. Learning is Interactive and Meaningful

“I learn best when the class is *interactive* and the teacher makes it *fun* and *meaningful* for my life.” (Anonymous)

General

From a teacher’s perspective, effective teaching should involve a *flexible plan* for enabling students to meet and exceed the course objectives and goals. Various teaching methods are employed by teachers, but each teacher may apply his or her method quite differently from other teachers. Students do not learn effectively by each teacher’s style being an exact copy of another teacher. Your goal should be to have an innovative, imaginative, and change-of-pace style that will attract and retain your students’ attention and interest. But, regardless of the teaching style used, every learning objective must have a *flexible process* designed for successful student learning.

Ineffective or boring teaching often lacks one critical element – students are not being asked to *apply* the class material to their everyday lives. And because of this, students fail to fully understand the relevance or usefulness of the presented information. Interactive teaching ensures that students will respond to that teaching in four ways:

1. Accurate and immediate student feedback on how well they understand the material.

Pursuing Ministerial Excellence!

2. Allows greater teacher flexibility in teaching styles (rapid adjustment when one method is not working).
3. Student-teacher and student-student interaction reinforces the learning process (learning becomes meaningful to the students).
4. Increases student motivation to learn (communications and interaction encourages participation).

How do I Make my Teaching Interactive, Fun and Meaningful?

“Talking is not teaching and listening is not learning.” (Unknown)

Interactive learning can be defined as “hands-on, active student participation in both the learning plan and the day-to-day learning process. Passive learning is discarded in favor of teacher and students acting with and for one another during learning. During interactive learning, students are full participants with the teacher in a “conversation” about learning. Technology can also play a major role in facilitating the student-to-teacher and student-to-student learning process. A teacher simply asking students their opinions on the lesson is an example of interactive learning.

Concepts, fact and information are more effectively communicated to students through a “hands-on” learning plan and process. It is “learning in action” and it leaves the “teacher talking and students listening” passive learning far behind. With this method, teachers no longer rely on rote memorization and repetition, but rather present new concepts and ideas, and then, ask students question which require critical thinking and reflection on what they have heard and/or use 2 or 3 interactive learning methods to reinforce comprehension and retention (See Suggested Interactive Methods handout).

The Value of Interactive Learning for Students

The greatest value of interactive learning methods is the significant increase in student retention and comprehension of the course material. Learning requirements are explicit and interactive learning exploits and builds on the students’ existing knowledge data base. By asking challenging and thought-provoking questions, the teacher offers the students the opportunity to express personal thoughts, opinions, insights, and begin to ask their own questions. Using this technique, teachers may discover that students already have an excellent understanding of the lesson content, and can advance to more challenging learning (Faculty Center, 2015). Also, teacher-to-student and student-to-student social interactions provide learning opportunities for both. Research has shown that the introverted and the extroverted student can benefit from this teaching method. The introvert is drawn out into an open discussion where previously they would have remained silent. The extrovert is often the first to speak and takes on the role of student coach or mentor, and as these learning barriers are removed, can encourage others to participate and speak up.

The Value of Interactive Learning for Teachers

The teacher’s role is an essential element of active learning. By actively seeking out student class input, teachers can determine the appropriate level of difficulty of course material to match student needs. This allows the teacher to hold students responsible for their learning. With interactive teaching and learning students become partners with the teacher for learning, for leading discussions and projects,

Pursuing Ministerial Excellence!

and for problem solving and class discipline. With students taking greater roles in their own learning, more time is available for the teacher to function as coach, listener, and advocate (Faculty Center, 2015).

Are There Risks to Active Learning Strategies?

Teacher Risk

By increasing student classroom participation, teachers purposely reduce (not eliminate) their traditional role as “expert” and “authority figure.” Allowing students to pursue learning differently can cause teacher anxiety. This is true, because for many teachers, not having complete control over the learning plan and process challenges the teaching model they have known as long as they have been teaching.

Student Risk

Student surveys and research have shown that college students expect teachers to be the subject matter expert and have complete control over what they learn. When teachers shift all or most of the responsibility for learning to the students, some of those students may see that as a failure on the part of the teacher to meet his or her teaching duties. This can be viewed as a “Just teach me what I need to know to pass the course” student attitude. Change is always difficult for all involved. And teachers may resist changing their teaching strategies because they believe the students are losing their expertise and knowledge (Faculty Center, 2015).

Practical Interactive Learning

“I’m a hands-on learner. My instructor creates learning teams and asks questions that can’t be answered with a ‘yes or no.’” (Student survey)

If it is true that students quickly lose interest during lectures, then changing your teaching strategy and style may dramatically increase class participation and an overall atmosphere of student interest. Don’t be predictable; make your class an adventure, make it fun and exciting. But putting interactive, fun and meaningful teaching into practice can seem easier said than done. Teachers who have successfully transformed their classrooms and teaching methods have identified five primary classroom activities that enhance interactive learning:

1. Encourage student participation.
2. Use questions that stimulate response, discussion and a hands-on experience.
3. Use teaching aids that press for answers, and capture and hold the student’s attention.
4. Set up a work group environment.
5. Involve yourself as well as the student.

I Learn Best When...The Teacher...Is Enthusiastic & Engaging

Teacher Enthusiasm

Origin of the word, *enthusiasm*: two Greek words, *en* and *theos*
Literally meaning “full of god.”

Be Enthusiastic – Be Full of God

At every level of my education, I can remember I liked the exciting and enthusiastic teachers best. And each teacher had wonderful sense of humor and exciting and enthusiastic teaching styles that stimulated and motivated me to learn. Enthusiastic teachers are worthy their weight in gold – they change lives and expand His kingdom. Enthusiastic teachers are highly effective, creative and influence other teachers to be like them. By being enthusiastic, you can create an exciting learning climate and teach your students to be interested in almost any subject.

Of course, being full of the Holy Ghost is a testimony to others in itself. Maintaining a close and powerful relationship to the Lord will ensure you can affect the spiritual lives of others and influence them for good.

“Shepherd the flock of God that is in your care, exercising oversight not out of constraint, but willingly, as God wants; and not out of a desire for dishonest gain, **but with enthusiasm**”
(1 Peter 5:2, CJB Emphasis mine).

“Enthusiasm spells the difference between mediocrity and accomplishment.”
(Norman Vincent Peale)

God will help you maintain your enthusiasm (ardor, zeal, whole-heartedness) through difficulties – sorrows, losses, and heartaches. Of course, you will not always feel like being enthusiastic, but you can do all things through the strength that Jesus Christ gives you (Philippians 4:13). You will be a better teacher when your enthusiasm is contagious. Life is more exciting for those who are enthusiastic, and that enthusiasm will also build your faith and the faith of those around you. Ask God to sustain your enthusiasm and strength so you can overcome your defeats and mistakes; so that you can make a significant contribution to the spiritual education of this generation.

A word of advice: watch out for negative people! Your enthusiasm can be quickly extinguished by the spiritual disease of negativity. Instead, practice enthusiasm – think it, believe it, pray for it, and talk about it until it becomes part of you.

“And think the same way that Christ Jesus thought:” (Philippians 2:5, CEV)

Student Engagement

Pursuing Ministerial Excellence!

Engaging students (their attention, participation, and interest in learning) will require His anointing and wisdom as you attempt to teach a new generation that you do not completely understand. You will need to develop several personal attributes to do so. Here are but a few:

1. *Concentration.* Focus on the absolute essential; unnecessary or unproductive information is a distraction to both teaching and learning. Listen closely to your students to properly interpret their meanings, intents, and personal agendas.
2. *Eye contact.* By making eye contact you establish a visual means of assuring students of your personal interest in them and your desire to see and hear their responses to your teaching. Many times, by watching facial expressions, you can determine whether students understand the lesson content.
3. *Be Objective (open-minded).* You should be receptive to student viewpoints and opinions. This is not to say you should compromise the Word of God. But recognizing different viewpoints will often foster a lively discussion of the issue, and such an exchange between students will eventually demand student biblical support for individual opinions. Remember, if our Pentecostal doctrine is based on biblical truths (and it is!), then a respectful and sincere discussion of doctrinal issues should be welcomed. Differing viewpoints offer some of the most productive learning environments possible. If you have difficulty with such discussions, ask the Lord's help because as a spiritual leader you must understand a wide range of opinions on often controversial subjects.
4. *Question and restate.* Communications is an art and not a science. Asking questions is an excellent method to ensure you correctly understand what a student said. Misinterpreting a student's answer or comment can stop the learning process quickly. Restating a student's comment, in a less complicated sentence, can enhance student comprehension and retention. Don't embarrass or offend your students with an inappropriate comment.
5. *Empathy.* In simple terms, empathy is "the act of understanding the feelings, thoughts, or opinions of others by placing yourself in their position or experience."
6. *Have an open door policy.* Always ensure your students know that you are approachable, that they can talk to you freely, and that their communications with you is always confidential. Students often need a "sounding board" (someone to just listen) and teachers should be excellent choices.

Intrinsic and Extrinsic Learning

Intrinsic Learning - "learning associated with student curiosity, exploration, spontaneity, and interest"

Extrinsic Learning - "learning associated with students achieving an end goal separate from behavior; this learning is determined by contingency such as grades, rewards, or the avoidance of negative consequences" (Muller, 2014).

Great teachers use both intrinsic and extrinsic learning strategies to maximize the student's level of engagement. Research has shown that student engagement is a highly effective teaching technique to increase academic motivation and achievement and decrease alienation and boredom. There are many

factors that influence student academic and emotional engagement (family, friends, culture and community); however, teachers play the most critical role in students being successfully engaged in learning. Competent, supportive, and caring teachers are, by far, the most successful at engaging students.

Intrinsic Motivations

- Challenge them to take risks
- Build on their strengths
- Offer optional/alternative approaches
- Show relevance for them
- Use competition with high performers

Extrinsic Motivations

- Believe in them (verbalize)
- Recognize academic performance
- Encourage small successes
- Spend one-on-one time with them
- Emphasize your expectations

Question: Which type of students do you think “fit” into which motivation category?

Teacher Enthusiasm and Student Engagement are Connected

A recent study of Qin Zhang (2014) examined the effects of teacher enthusiasm on student engagement and motivation to learn. Zhang recruited 165 college students to complete a survey of the last course they had completed. Students were asked to:

1. rate their perceptions of the enthusiasm their professor displayed in the classroom;
2. provide a self-assessment of their behavioral, cognitive, and emotional engagement; and
3. rate their intrinsic and extrinsic motivation to learn.

The survey results are shown below:

Results indicated teacher enthusiasm had a significant influence on student engagement in the classroom. The more enthusiastic and dynamic teachers were, the more engaged students became, behaviorally, cognitively, and emotionally. This finding makes sense because student engagement is malleable and responsive to teachers’ emotions and teaching styles, and positive emotions likely produce pro-social behaviors.

Interestingly, teacher enthusiasm seemed to have a weaker effect on student behavioral engagement than on cognitive and emotional engagement. Two explanations can be offered here. First, enthusiastic teachers motivate students to engage behaviorally, but even when teachers are extremely boring, dull, and unenthusiastic, students may still follow rules, pay attention, avoid getting into trouble, and complete homework on time because these behaviors could directly affect their final grades for the course [extrinsic]. Thus, students are likely to engage behaviorally in the class for the sake of grades even in the absence of teacher enthusiasm.

Second, the powerful effect of teacher enthusiasm on student emotional engagement may be related to emotional contagion, where teachers transfer their enthusiasm and energy to students. Indeed, emotions can occur internally, but they are largely shared and contagious, creating collective emotions. Consequently, this emotional engagement also may promote students’ psychological investment in learning, enhance their

willingness to master more challenging tasks, and stimulate more cognitive engagement (Zhang, 2014).

The study's main conclusions were:

1. teacher enthusiasm was an effective predictor of student intrinsic motivation, but not a predictor of student extrinsic motivation;
2. teacher enthusiasm is a positive external catalyst facilitating student interest, curiosity, and intrinsic motivation to learn; and
3. although teacher enthusiasm is not a panacea for all behavior problems in the classroom, it is a powerful source of student motivation, as well as intrinsic goal orientation (Zhang, 2014).

As Bible school administrators, instructors, and staff, it becomes obvious that your attitudes, emotions, and teaching styles dramatically affect your students. The facts are in: when students perceive their teachers as enthusiastic, dynamic, energetic, and passionate, they are more interested, curious, and motivated to learn. It also appears the more enthusiastic teachers are in the classroom, the efficacious, engaged, and excited students become about learning, and the more likely they are to be successful in course.

As has been previously stated, there are both positive and negative effects of emotional contagion in the classroom. Zhang's (2014) study revealed the positive effects of teacher enthusiasm and passion. Conversely, teachers' negative emotions may provoke an increased presence of anti-social, disruptive, and deviant behavior. In order to facilitate student engagement and enhance student motivation to learn, teachers are counseled to be enthusiastic and positive in the classroom (and out) even if they sometimes must engage in emotional labor by acting in a positive, enthusiastic, and cheerful manner.

Discussing How I Learn Best When...

- A. Discuss your challenges considering the Millennial (or younger) generation you may be teaching?
- B. In survey's, young adult students say they prefer teachers whose teaching is interactive, fun, and meaningful. Discuss the potential benefits or values of interactive teaching?
- C. Discuss the risks, if any, of interactive teaching styles to either teachers or students.
- D. Reflect on your teaching during the last semester. List the teaching strategies you used during that semester and for what courses.
- E. Discuss the teacher traits and actions that will facilitate student interactive learning. Which trait or action is most important? Why?
- F. How can teachers overcome the short-term memories of their students?

- G. Discuss with another Bible school staff member what role teacher enthusiasm plays in courses, and is there a need for change. If change is required, in your opinion, what should be done?
- H. Reflect on how God helps teachers be enthusiastic and how teacher personality affects teacher emotions.
- I. Consider the positive and negative influencers in the lesson. What positive and negative influences do you see in your teaching?
- J. Discuss the importance and impact of intrinsic and extrinsic learning in the classes you teach.
- K. Reflecting on the Qin Zhang study, what are its major conclusions and how do they impact on your teaching?

Conclusion

If you are like me, I know you want your teaching to be interactive, engaging, and meaningful. Some teachers are “natural engagers” and have an innate ability to grab students’ attention and communicate the importance of why they should learn the course material. But if your personality is not particularly outgoing, then you should use your preparation and planning time to construct lesson plans that offer opportunities for interactive learning and for you to purposely encourage and motivate students to learn. In simple terms, if students are not learning, it is the responsibility of teachers to discover how or through what means they can learn.

Research, like the Zhang study, has shown that teacher enthusiasm increases student engagement in the learning process, and it also motivates and inspires them to learn. In my teaching experience, I have learned, by trial and error, what works with my students whether those students are church leaders, pastors, evangelists, lay ministers, saints, or Bible school instructors or staff. Teaching demands flexibility in teaching styles and in responding to student needs and difficulties. Our main goal, as teachers, should be to bring out the very best in each student. Some will be natural high performers. Others will struggle with elementary concepts and principles, but, like pastors trying to lead his flock to heaven, we must do as much as possible to see our students reach their individual learning potential. We may not always succeed in doing so, but at least, we must not hold anything back in the effort.

Lesson in Review

1. What are the characteristics of the new *Millennials* generation (15-35 years of age)? _____

2. What are the primary reasons or motivations for your students enrolling in Bible school? How do your students differ from the *Millennials* generation? _____

3. Interactive teaching ensures student feedback in four ways. List them. _____

4. In your opinion, do you believe your Bible school has enrolled students who do not have learning as a priority? Explain your answer. _____

5. When using interactive teaching strategies, what are the risks, if any, to the teachers?

6. Considering the origin of the word, *enthusiasm*, explain why there is an important spiritual component for teachers being enthusiastic and passionate in their teaching. _____

7. What are the definitions of *intrinsic* and *extrinsic* motivation? _____

8. What are some examples of ways to use *intrinsic* motivation to increase student achievement and desire to learn? _____

9. What were two findings of the Zhang (2014) research study about teacher enthusiasm and student engagement? _____

10. Do you plan to use interactive teaching strategies in your classroom? Justify your answer.

HOW CAN I TEACH INTERACTIVELY? – HERE ARE 150 WAYS

SUGGESTED INTERACTIVE METHODS

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. Lecture by teacher 2. Class discussion, led by teacher 3. Oral recitation: teacher asks/student answers 4. Discussion groups, student led 5. Lecture-demonstration by teacher 6. Lecture-demonstration, guest speaker 7. Panel presentation, teachers or students 8. Student presentation: panel discussion 9. Student reports by individuals 10. Student-group reports by committees 11. Informal student debate (selected issues) 12. Student class discussions, student led 13. Forums 14. Bulletin boards 15. Small groups: task, discussion, or Socratic 16. Choral speaking (everybody answers at once) 17. Collecting 18. Textbook assignments 19. Reading: audio books, journals, or Internet 20. Reading: supporting references 21. Outline assignment: textbook chapters 22. Outline assignment: supporting readings 23. Formal debates: (selected issues) 24. Crossword puzzles 25. Prepare foods from regions of the world 26. Construct vocabulary lists 27. Vocabulary drills 28. Course diaries 29. Cultural discussion of country or people 30. Summaries of issues, student led 31. Written essay, term paper or issue based 32. Student introductions 33. Student biographies 34. Journal article critiques or research report 35. Topic or issue library research survey 36. Student book report 37. Flags or insignia of regions or countries 38. Jigsaw puzzle maps 39. Hall of Fame (Bible characters) 40. Flannel boards 41. Pre-test to determine current knowledge 42. Simulation (social or experimental) 43. Flash cards (scriptures, vocabulary, etc.) 44. Flowcharts (for process, steps, or factors) 45. Teacher interviews students 46. Student interviews teacher 47. Student interviews student 48. Maps, transparencies, globes 49. Audio books or commentaries 50. Models or mockups | <ol style="list-style-type: none"> 51. Dramas 52. Music (culture, worship, etc.) 53. Field trips 54. Role playing (vignettes, situational) 55. Open book study and testing 56. Committee project: small groups 57. Course notebook 58. Student art: murals, sketches, montages 59. Class project: student led 60. Individual project: teacher/student selected 61. Quizzes: oral, written, take-home 62. Pen pals 63. Photographs and artifacts 64. Lab experiments: student teams (2) 65. Dramatic play: skits, plays, events 66. Student posters: topical and issues 67. Student drawing: principles, facts, or event 68. Problem solving (class, team or individual) 69. Case studies (groups or individuals) 70. Puppets 71. Chalkboard: teacher and student 72. Diagrams, tables, graphs, charts 73. Exhibits or displays 74. Reproductions (Tablet of stone, etc.) 75. Computer-based presentations 76. Filmstrips slides, etc. 77. Films, videotapes, etc. 78. CDs/DVDs (educational, preaching, etc.) 79. Role playing (character studies, situational) 80. College or university research resources 81. Story telling: anecdotes and parables 82. Service projects: church or community 83. World coins, script, writing instruments 84. Information gathering: issues or events 85. tutorials: teacher-student/student-student 86. Student coaching student 87. Student mentoring student 88. Teacher mentoring students 89. Public speaking (oral reports and issues) 90. Word association activities 91. Workbooks 92. Literature reviews and critiques 93. Scrapbooks 94. Collect data/simple statistical analysis 95. Era or dispensation time lines 96. Group dynamics: support or oppose 97. Topical units of instruction 98. Student-determined learning objectives 99. Student graded assignments 100. Online or distance learning | <ol style="list-style-type: none"> 101. Supervised class study 102. Artifact interpretation and analysis 103. Oral description of painting or art 104. Reading aloud 105. Differentiated learning (individual paced) 106. Testimonies of experiences or conversions 107. Courtroom Drama or Mock convention 108. Completing documents or forms (job, tax) 109. Write editorials 110. Conduct class counsel with agenda 111. Exchange “objects” and discussion 112. Justify a decision or a belief or principle 113. Student announcements (schedule, etc.) 114. Student led music from around the world 115. Studying local city or country history 116. Create list of potential class mentors 117. Student presentations about native lands 118. Review periodicals as issue resources 119. Student-taught sections of course 120. Visit an “ethnic” restaurant or community 121. Highlight one country (people, language) 122. Report or biography of world leader 123. Report or biography of religious leader 124. Conduct a mock political campaign 125. Bible character: conduct an investigation 126. Schedule teacher and student volunteering 127. Discuss-debate meaning of propaganda 128. Contribute money for a cause or need 129. Elect Heaven’s Hall of Fame 130. Elect Hell’s Hall of Fame 131. Invite a guest speaker 132. Prepare a mock newspaper of current news 133. Teacher and student brainstorming 134. Invite another class for panel discussion 135. Progressive learning: simple to complex 136. Busy work and repetition minimized 137. Teacher talks no more than 50% of time 138. Teacher makes only 75% of decisions 139. Work is applied to real world lives 140. Creativity is encouraged/desired 141. Teacher facilitates student study 142. Students support students 143. Students readily coach and mentor 144. Students role play alternative viewpoints 145. Opinions must be supported 146. Students prepare questions for teacher 147. Students practice peer discipline 148. Critical thinking is required 149. Reflection is essential to learning 150. Teaching/learning is process |
|---|--|---|