

CONNECTIONS
A FRESH APPROACH TO TEACHING JESUS

by

Stephen Koelpin, Brian Schmidt, Peter Zaferos

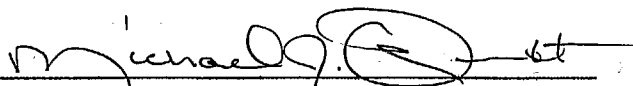
A Senior Project Submitted to

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Professor Michael J. Quandt, Advisor

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ABSTRACT

It is the year 2012 AD. While computers of some sort have been in existence for half a decade, modern technology and communication, as we know it, have exploded within the last 20 years. Today's 21-35 year old, and every 21-35 year old for the foreseeable future, will have grown up knowing nothing other than this age of modern technology and communication.

The fact of the matter is, the technological advancements of the last 20 years force us to rethink the methodology behind *everything* we do, including how we teach young adults. For the Christian educator, seeking to share Jesus with as many people as time allows, this is a topic in desperate need of contemplation and study.

It is our hope that this project would be a starting point as we attempt to address this desperate need.

TABLE OF CONTENTS

PART 1: FRONT MATTER	
A. BACKGROUND	p.3
B. PROPOSAL	p. 6
PART 2: LITERATURE REVIEW	
A. ADULT EDUCATION	p. 6
B. POSTMODERNISM	p. 13
C. BIBLE NARRATIVE BASED	p. 15
D. VISUAL AIDS	p. 19
E. EXCELENT HARD COPY MATERIALS	p. 25
F. TARGET DEMOGRAPHIC	p. 28
G. DISCUSSION	p. 29
PART 3: CONCLUSION	p. 30
PART 4: REFERENCE LIST	p. 32
PART 5: APPENDIXES	
A. "CONNECTIONS" SAMPLE LESSON - SIN & GRACE	A - 1
B. PASTORAL SUPPORT LETTERS	B - 1
C. SURVEYS	C - 1
D. ORIGINAL FORMAL PROPOSAL	D - 1

BACKGROUND

Imagine for a moment that you have been invited over to your best friend's home for supper. As you sit at the table, staring at many of your favorite foods, your friend asks a question that seems very fitting. "Can I get you a glass of milk?" "Yes, please!" is your reply! You can't think of anything that would wash this meal down better than an ice cold glass of milk. However, as your friend finishes pouring this tall, cold glass of milk, you notice something strange. Your friend reaches under the sink and pulls out one of those plastic bottles with the angled neck. Sure enough, it's toilet bowl cleaner! As you sit there in shock, your friend unscrews the cap and tops off your tall, cold glass of milk with a tiny blue drop. Would you want to drink that milk?! Probably not! "But, it's only one drop," says your friend. "What harm could it do?" Maybe your friend has a point. If you did drink that glass of milk, it probably would not kill you. However, a steady diet of milk laced with toilet bowl cleaner probably would turn fatal.

During Peter Zaferos' vicar year under Pastor Tom Kock in Gray, Tennessee, he witnessed a version of this illustration being used in a live BIC class. Pastor Kock had used this illustration many times. He poured a glass of milk in front of the class and then put a small drop of toilet bowl cleaner in that very same cup. Upon offering that cup of milk to every member of the class, and upon being turned down by every member of that same class, Pastor Kock asked a very pointed question: "If you won't drink this cup of milk, why would you want to drink a tainted portion of God's Word?" The class sat in silence. The learners had nothing to say. The point had been made. One drop of toilet bowl cleaner in your milk probably would not kill you, but a steady diet of it probably would. So, if you are not willing to allow your milk to be tainted with toilet bowl cleaner, why would you be willing to allow God's Word to be tainted with false teaching? Why would you want to spiritually consume anything other than pure Scripture?

When speaking about His word our God tells us to "crave pure spiritual milk, so that by it you may grow up in your salvation."¹ This powerful illustration was and is an exceptional teaching tool found in Pastor Kock's teaching toolbox. It takes a very important biblical truth and clearly illustrates just how important it really is.

¹ 1 Peter 2:2,3 (NIV)

There came a day, however, when Vicar Zaferos had an opportunity to teach this very same BIC class, and also had the opportunity to deliver this very same illustration. The vicar understood the illustration. In fact, Zaferos truly liked the illustration. And yet, as he thought back upon the class he had just taught, something about the illustration he had enjoyed so much now felt awkward. It had nothing to do with his feeling incapable of delivering such an illustration, but more to do with the reaction from the class. During that particular class period, the illustration simply did not seem to strike home as it had when Pastor Kock delivered it. There was no way to go back and compare deliveries, and there was also no way of measuring the impact of the illustration on the respective students. And yet this experience birthed a thought; a simple idea really. “What if Pastor Kock’s delivery of that illustration could be bottled?” In other words, “how could the specific point of that illustration, which Pastor Kock brings out so well in his delivery of it, be replicated?” In a day and age when so many people are becoming more and more immersed in digital media, with media delivery systems in the palm of their hands, “what if this illustration could be delivered in the form of an excellent video illustration?” “What if a whole slew of excellent video illustrations that WELS pastors would feel comfortable using were produced?” There are thousands and thousands of Christian-produced illustration videos available that are excellent in quality, but lacking in doctrinal content. Searching for an illustration that accurately portrays the biblical teaching, could easily become a waste of time. “What would it take to produce these videos?”

As I discussed these questions with fellow classmates Stephen Koelpin and Brian Schmidt, they not only were intrigued, but expanded upon them. Koelpin asked the question, “Why stop at creating excellent video illustrations? Why not produce an entire BIC course which specifically targets today’s media immersed generation? Why not produce excellent hard copy materials, integrated PowerPoint and a website along with these video illustrations?” On top of these questions, Schmidt asked the question, “Why not rethink our approach to teaching biblical truth?” For example, instead of only throwing passage after passage at the students which demonstrate the sinfulness of mankind, why not use a narrative from Scripture itself to demonstrate this fact? Instead of being a talking head that does the telling and the pointing, what if the teacher would simply lead the adult student to a narrative in Scripture which teaches that very same biblical truth?

As we continued to ask these questions, we became more and more intrigued. And as we became more and more intrigued, we also became more and more convinced that we should pursue the development of a BIC course which would address each of these questions.

The first step we took was to list our assumptions and goals in a formal proposal for this project. The following five points became the foundation for our goals and objectives. One, this class would be based on biblical narrative. Two, this class would be integrated with excellent video illustrations. Three, this class would be integrated with professional grade PowerPoint. Four, this class would be integrated with high quality hard copy materials. Five, this course would specifically be targeted at today's media immersed generation; specifically 21 to 35 year olds.

As we began to dig deeper into the possibilities of such a course, we decided to first prayerfully study the Scriptures on the matter. We also decided to study secular materials that deal with adult education theory and philosophy.

We began by looking to the Great Commission in Matthew chapter 28. Here, Jesus leaves us with a command to “make disciples of all nations..., teaching them to obey everything” he has commanded us. As with many teachings in Scripture, Jesus gives us the principle for instruction, but leaves the application to Christian Freedom and discretion. We also firmly stand on the truth that the Scriptures are 100% God's Word, and as God Himself says concerning his Word, “it will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it.” (Is 55:11) No matter how we choose to teach God's Word, the Holy Spirit goes to work in the hearts of those who hear it. It is the fact that people need to *hear* that Word, however, that is so very important.

We know that when the Bible is read in the English language to a group of people who only speak Mandarin, the Word's power is critically challenged since the very language being spoken is not understood. The message contained within the Word of God spoken in the English language has not been received by those who only understand Mandarin.² But, what about the case of two people communicating in the same language (for our purposes English), while one is

² “As ordinary speech does, the Word of God appeals to the psychological nature of human beings (p.111).” “The power of the gospel does not work magically or automatically by mere contact or ritual. It is the power of the divine truth and the Holy Spirit, accomplishing what God wants (p. 114).” - WLS Dog Notes Faith

completely tuning the other out? Has the message being transmitted in the English language been received by the person who has tuned out?

This very dilemma fuels our interest in this project. While we firmly stand on the fact that the Holy Spirit works on the hearts of everyone who hears the Word, we do not want to make the assumption that the Word is being heard. We want to do everything within our power to make sure that Word *is* being heard. That means removing every possible barrier and obstacle. That means removing every possible stumbling block from the path of those we have the privilege of teaching.³ If one of those obstacles is the postmodern mindset, which dominates the society we live in, we want to remove that obstacle as much as possible.

By choosing to teach biblical truths with biblical narrative, we believe we have the opportunity to remove a possible stumbling block⁴ from the path of those walking in darkness⁵ on the wide path that leads to destruction.⁶

PROPOSAL

We desire to use the opportunity provided to us in the WLS Senior Project to study God's Word as well as the fields of adult education and philosophy, with the purpose of determining how we can best communicate Christ to today's 21 to 35 year old.

Upon completion of this project, we aim to have laid a firm foundation upon which such a course can be structured, and finally, produced.

LITERATURE REVIEW

For a project such as this, a study of adult education is needed. In order to better understand the principles, methods and theories that define the world of andragogy, it is

³ 1 Corinthians 8:9 (NIV) "Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak."

⁴ *ibid*

⁵ Isaiah 9:2 (NIV) "The people walking in darkness have seen a great light; on those living in the land of the shadow of death a light has dawned."

⁶ Matthew 7:13 (NIV) "Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it."

imperative that one has a basic understanding of the history behind educational theory and practice.

The essential purpose of education can be traced back to the earliest days of mankind. Parents have always been obligated to pass along both knowledge and skills to their children. In Deuteronomy chapter 6 we see a perfect example of this fact. As Moses is teaching God's standards to the nation of Israel, he validates this teaching by claiming it transcends any generational boundaries. In speaking to the people, Moses says, God has directed me to teach you these things "so that you, your children and their children after them may fear the Lord your God as long as you live by keeping all his decrees and commands that I give you, and so that you may enjoy long life." (Dt 6:2) He goes on to say,

These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates. (Dt 6:6-9)

While these passages demonstrate the timeless obligation to educate the next generation, there is no formal method discussed. That changed, however, at the dawn of Greek and Roman society. It was at this time that education became more organized.⁷

The roots of pedagogy⁸ itself can be traced to seventh century Europe where organized education was being introduced in the form of cathedral schools.⁹ These schools were established with the purpose of training young men for the priesthood. "The model of pedagogy first emerged at this time and was founded on several assumptions about learners. These assumptions were to have a major impact on the design of the educational model."¹⁰ The first pedagogical assumption "implied that the learner not only did not know but could not know his

⁷ Swanson & Holton, 2001 in Sang Chan, "Applications of Andragogy in Multi-Disciplined Teaching and Learning," *Journal of Adult Education* 39, no. 2 (January 1, 2010): 26

⁸ "Pedagogy is derived from two words, *paid* meaning "child" (paediatrics/pediatrics derive from the same stem) and *agogus* meaning "leader of." Thus, it literally means the art and science of teaching children." (Ozuah p. 83)

⁹ Knowles et al., 1998 in Philip O. Ozuah, "First, There Was Pedagogy And Then Came Andragogy," *Einstein Journal of Biology & Medicine* 21, no. 2 (March 2005): 83

¹⁰ Philip O. Ozuah, "First, There Was Pedagogy And Then Came Andragogy," *Einstein Journal of Biology & Medicine* 21, no. 2 (March 2005): 83

or her own learning needs.”¹¹ The second assumption hung on the belief that learning needed to be subject-centered. Thus, curricula were based wholly on the subject itself, such as algebra or geometry, and did not take the learner into account. Thirdly, “extrinsic motivation”¹² was seen as the driving force behind learning. For example, it was assumed that the learner would only be motivated by prizes or punishment. Finally, the prior experience of the learner was deemed completely irrelevant. In the academic world, this concept is known as the *tabula rasa*, or “blank slate.” “In this model, the teacher need not consider the student’s prior experience as consequential.”¹³

When secular/public schools began to emerge in the eighteenth and nineteenth centuries, these pedagogical assumptions were readily adapted because they were “the only existing educational model at the time.”¹⁴ Since the eighteenth century, “pedagogy”¹⁵ has frozen the educational system in which teachers are responsible for making fundamentally every learning decision.”¹⁶

In 1926, Eduard C. Lindeman picked up on a term coined almost 100 years earlier, in 1833, by a German grammar School teacher named Alexander Kapp. That term was andragogy.¹⁷ As discussed above, up to this point in the world of education, both adults and children experienced either a subject-centered or teacher-centered learning environment. The educator, who has knowledge of a subject, determines “what will be learned, how it will be learned, when it will be learned, and if it has been learned.”¹⁸ In his 2005 article¹⁹, Ozuah quotes Lindeman saying,

¹¹ Knowles et al., 1998 in Ozuah, “First, There Was Pedagogy And Then Came Andragogy,” 83

¹² Ibid, 83

¹³ Ibid, 83

¹⁴ Ozuah, “First, There Was Pedagogy And Then Came Andragogy,” 83

¹⁵ “It should be noted that pedagogy is a fundamentally teacher-centered model, where the teacher determines what will be learned, how it will be learned, when it will be learned, and if it has been learned.” (Ozuah p. 83)

¹⁶ Ozuah, “First, There Was Pedagogy And Then Came Andragogy,” in Chan, 2010, 26

¹⁷ Ozuah, “First, There Was Pedagogy And Then Came Andragogy,” 83

¹⁸ Ibid, 83

¹⁹ “First, There Was Pedagogy And Then Came Andragogy”

The approach to adult learning will be via the root of problem solving, not subjects. I am conceiving adult education in terms of a new process by which the adult learns to become aware of and to evaluate his experience. To do this, he cannot begin by studying “subjects” in the hope that this information will be useful. On the contrary, he begins by giving attention to situations in which he finds himself, to problems which include obstacles to his self-fulfillment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of need in solving problems. In this process the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevance of his facts and experiences.²⁰

Lindeman was not alone however. His theories of adult learning were only one half of the spectrum. Psychologist Edward Thorndike approached adult education from the psychological perspective as he studied the capacity and ability of adult learners.²¹

Thorndike tried to inform educators how human nature and human variation impacted the way individuals learned. Thorndike wrote, ‘only one thing [human] is unreservedly good, the power to make it better. This power of learning...is the essential principle of reason and right in the world.’²²

The major difference between Thorndike and Lindeman is that Thorndike conducted his research in a controlled environment, whereas Lindeman worked in a more applied setting.²³

Both Lindeman and Thorndike proposed a major shift in the perception of the adult educator. Years later, in 1980 Knowles elaborated,

“When adult education began to be organized systematically during the 1920s, teachers of adults began experiencing several problems with the pedagogical model. One problem was that pedagogy was premised on a conception of the purpose of education—namely, the transmittal of knowledge and skills that had stood the test of time—that adult learners seemed to sense was insufficient. Accordingly, their teachers found them to be resistant frequently to the strategies that pedagogy prescribed, including fact laden lectures, assigned readings, drills, quizzes, rote

²⁰ 1926

²¹ Brian Taylor and Michael Kroth, “Andragogy’s Transition into the Future: Meta-Analysis of Andragogy and Its Search for a Measurable Instrument,” *Journal of Adult Education* 38, no. 1 (January 1, 2009): 3

²² Taylor and Kroth, “Andragogy’s Transition into the Future: Meta-Analysis of Andragogy and Its Search for a Measurable Instrument,” 3,4

²³ Ibid, 4

memorizing, and examinations. Adults appeared to want something more than this, and drop-out rates were high.”²⁴

Essentially, Lindeman and Thorndike recognized a paradigm shift that was coming, but wouldn't be deeply explored until the later part of the 20th century.

Knowles is often credited with being the one who ultimately defined the term “andragogy.” He defined it as “the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children.”²⁵

According to Merriam, Caffarella and Maumgartner, Knowles' theory concerning andragogy is based on six main assumptions. 1) Self-Concept: Adult Learners are self-directed, autonomous, and independent. 2) Role of Experience: Repository of an adult's experience is a rich resource for learning. 3) Readiness to Learn: Adults tend to be ready to learn what they believe they need to know. 4) Orientation to Learning: Adults learn from immediate application rather than for future tenses. Their learning orientation is problem-centered, task-oriented, and life focused. 5) Internal Motivation: Adults are more internally motivated than externally. 6) Need to Know: Adults need to know the value of learning and why they need to learn.²⁶

Knowles would also be quick to note that his theory of andragogy is a “model of assumptions”²⁷ or “system of concepts”²⁸. This “model of assumptions” or “system of concepts” provides adult educators with a “badge of identity” which separates them from other educators; specifically educators of children.²⁹ Critics like Anne Hartree³⁰ have observed that it is not clear whether Knowles has actually presented a theory of teaching or rather simply a number of principles of “good practice.”³¹

²⁴ Sang Chan, “Applications of Andragogy in Multi-Disciplined Teaching and Learning,” *Journal of Adult Education* 39, no. 2 (January 1, 2010): 26

²⁵ Knowles, 1980 in Chan, “Applications of Andragogy in Multi-Disciplined Teaching and Learning,” 27

²⁶ in Chan, “Applications of Andragogy in Multi-Disciplined Teaching and Learning,” 27,28

²⁷ Knowles, 1980 in Sharan B. Merriam and Rosemary S. Caffarella, *Learning in Adulthood: A Comprehensive Guide* (2nd ed. Jossey-Bass), 273

²⁸ Knowles, 1980 in Merriam and Caffarella, *Learning in Adulthood: A Comprehensive Guide*, 273

²⁹ Brookfield, 1986 in Sharan B. Merriam and Rosemary S. Caffarella, *Learning in Adulthood: A Comprehensive Guide* (2nd ed. Jossey-Bass), 273

³⁰ 1984

No matter how one approaches the work of Malcolm Knowles, it quickly becomes clear that he has greatly impacted the field of andragogy. It is difficult to find a piece of literature in the field of adult education that does not cite one of Malcolm Knowles' publications or at the very least, mention his six assumptions concerning andragogy. While the debate may rage on, due to the great quantity of citations, Knowles' current impact in the world of andragogy is often considered to be more as discussion starter, than final authority. For example, Malcolm Knowles has influenced several contemporary andragogical authors to develop new and adapted philosophies of andragogy. Based on Knowles basic assumption that adult learning is achieved in dialogue, Jane Vella has developed twelve basic principles to begin, maintain and nurture dialogue in the adult learning environment. (Vella 1997) The twelve principles include 1) Assessment of participation of the learners in naming what is to be learned. 2) Safety in the environment and process. 3) A sound relationship between teacher and learner. 4) Careful attention to sequence of content and reinforcement. 5) Praxis: action with reflection or learning by doing. 6) Respect for learners as subjects of their own learning. 7) Cognitive, affective, and psychomotor aspects: ideas, feelings, actions. 8) Immediacy of the learning. 9) Clear roles and role development. 10) Teamwork: using small groups. 11) Engagement of the learners in what they are learning. 12) Accountability: how do they know they know? Vella has applied and proven such principles work in a wide variety of contexts and cultures.

Likewise, Sang Chan concludes in his thesis "Applications of Andragogy in Multi-Discipline Teaching and Learning" (2010) that adult learners need more passive transfer of knowledge from one person to another. They need to be actively involved in the learning process to retain knowledge and apply it.

Jane Vella believes that we are at a moment in history of education when the sheer demographics (the diversity of learners) are driving us to rethink the current educational paradigms and practices in professional training, in universities, schools, and colleges, in industrial training and community education.(Vella 1997)

So far we have briefly covered the progression of educational theory throughout history. Pedagogy as we know it today was the educational norm, regardless of age or setting, up until the early 20th century, and in reality, until the late 20th century. It was in the late 20th century that

³¹ Sharan B. Merriam and Rosemary S. Caffarella, *Learning in Adulthood: A Comprehensive Guide* (2nd ed. Jossey-Bass), 273

educators like Malcolm Knowles and Jane Vella began to impact the way other educators thought about adult education. As we have stated, this transformation has been primarily principle based.³²

What secular scholars in the field of andragogy maintain has been echoed in the ecclesiastical realm. John C. Lai in his paper, “Andragogy of the Oppressed,” explains the many problems he encountered relating biblical understandings to Christian adults stems from following a pedagogical form. He found the typical church member had a disproportionate amount of apathy and lethargy for making decisions, taking responsibility for action, and getting involved. Lai attributes this to the fact that “the social institution we call ‘church’ generally oppresses people by means of educational and governmental processes which ostensibly facilitate mature Christian citizenship, but actually serve to administer and reinforce extra biblical normative control.”³³ Lai goes on to explain that this results in a perpetual immaturity and disempowerment of the laity as well as the continual necessity for pastoral care and leadership.

Sighting Romans 7:26 and Galatians 5:17, Lai contends the purpose of adult Christian education is to facilitate, strengthen and support the development of new nature or new man within the individual. Thus, Lai believes that most institutional structures and processes are based on errant assumptions about regenerated human nature.

We do not assume that “born-again” individuals both intrinsically desire and have the capacity to freely and successfully walk in a relationship with God. Instead, we often begin from the more skeptical premise that the depraved remnant of the person’s old life will dominate unless we paternalistically intervene with extrinsic controls.³⁴

Lai draws upon a secular management model theory called Theory X & Y.

Theory X assumes that: people dislike putting forth effort, try to avoid responsibility and prefer to be told what to do and must be coerced and controlled to achieve goals. Whereas Theory Y assumes that: putting forth effort comes natural; people can learn to be responsible and self-

³² For example Knowles’ 6 principles and Vella’s 12 principles.

³³ John C. Lai, “*Andragogy of the Oppressed: Emancipatory Education for Christian Adults*” (1995), 2

³⁴ Lai, “*Andragogy of the Oppressed: Emancipatory Education for Christian Adults,*” 3,4

directed; and that people will be intrinsically motivated to achieve goals they believe in and are committed to.³⁵

To this, Lai concludes that many pastors hold to Theory X assumptions about their congregations, and also that pastors themselves have been trained in a pedagogical form, consisting of a teacher-centered methods of content delivery.

A third conclusion which Lai elaborates on is the key distinction between seminary and sanctuary. Pastors being trained in a seminary over time learn principles of doctrine through process. They are given the underlying philosophies, tools and a method to derive theology. Clergy, therefore, are equipped with both principle and process to arrive at a theological doctrine. Whereas, in the sanctuary, the laity is only exposed to the principle or product of the pastor's seminary study, they have no process.

In summary Lai poses three reasons why we must develop new approaches to Christian adult education. First is that the pedagogy (teacher-centered) approach has arisen out of underlying assumptions which reinforce the old man over the new man. Second is that lay education separates process from principle, leaving the laity unequipped to make connections between Biblical truths and real life situations. Third, due to great advances in the technical environment, new structures are emerging in which traditional educational models are less functional.

Educational theory has been a hot topic ever since Malcolm Knowles set off a firestorm in the late 1960s. The depth of information, theory and opinion in the field of adult education is remarkable. One could easily get lost in the ocean of differing theory and opinion in this field. And yet, even though the field is deep, there is plenty of application for those living in this society. So, the question must be asked. In what ways does andragogical theory impact the world we live in today?

POSTMODERNISM

David C. Thompson's book, *What in the World Is Going On? Identifying Hollow and Deceptive Worldviews*, had a large impact on this study. Rev. Thompson, a former pastor of Our Savior Lutheran Church in Albert Lea, Minnesota as well as professor and dean of students at

³⁵ Lai, "Andragogy of the Oppressed: Emancipatory Education for Christian Adults," 4

Bethany Lutheran College, breaks down world philosophy only *after* deeply clarifying his own worldview. As a conservative Lutheran, Rev. Thompson does other conservative Lutherans a great service in understanding the philosophies that lie behind the culture and society in which we live.³⁶

The most important portion of Thompson's book is found in the first two chapters. In those chapters, Rev. Thompson gives a brief introduction to the world of philosophical study followed by a summary of the Confessional Lutheran worldview. This lays the foundation for his discussion on the philosophies that have influenced today's society.³⁷

In short, the two major philosophies of note are covered in chapters 3 and 4. Chapter 3 explains Modernism and chapter 4 explains Postmodernism. Modernism was greatly influenced by the naturalistic ideals that resulted from Charles Darwin's theory of evolution (Darwinism).³⁸ Secular Humanism is also a major contributor to the philosophy known as Modernism.

It is Secular Humanism that puts man at the center. "As nontheists, we begin with humans not God."³⁹ This is evident when Secular Humanism speaks of man's purpose: "We aim for our fullest possible development and animate our lives with a deep sense of purpose, finding wonder and awe in the joys and beauties of human existence, its challenges and tragedies, and even in the inevitability and finality of death."⁴⁰ A closed box of matter with nothing outside of it and man at the center of it—these are the assumptions that have fueled Modernism.

This summary of Modernism is important, because, as Rev. Thompson explains, Modernism is a close relative of the postmodern philosophy that plays such a large role in today's culture.⁴¹

Over the last few decades, Modernism has not died. But you might say that it has naturally "evolved" into Postmodernism. Postmodernism accepts Naturalism's closed-box universe but rejects the "positive" assumptions of Secular Humanism, namely, its belief in man's goodness, its morality, and its unlimited trust in reason and empirical science. Postmodernism also takes

³⁶ David C. Thompson, *What in the World Is Going On?: Identifying Hollow and Deceptive Worldviews*, (Northwestern Publishing House) 2010

³⁷ Thompson, *What in the World Is Going On?: Identifying Hollow and Deceptive Worldviews*, 11, 12, 15

³⁸ Thompson, *What in the World Is Going On?: Identifying Hollow and Deceptive Worldviews*, 33

³⁹ Humanist Manifesto II

⁴⁰ Humanist Manifesto III

⁴¹ Thompson, *What in the World Is Going On?: Identifying Hollow and Deceptive Worldviews*, 33

Darwin's assumption of the survival of the fittest and applies it as a driving force in all areas, painting a very bleak picture of human groups, their ethic, and their purpose. Postmodernism is Modernism without a conscience; it simply follows Naturalism to its logical conclusions. Within its closed box, **Postmodernism realizes there is no genuine basis for distinguishing between real good and evil, for believing in absolute truth or knowledge, for recognizing real beauty, or understanding that man is truly unique.** Sadly, Postmodernism has become the overriding worldview in much of today's culture.

As he lays out these two philosophies, Rev. Thompson gives major insight into the world in which we have the privilege of teaching Jesus.

Our initial step in moving forward with "Connections" was to bring validity to the five elements of our proposal. This means we sought to prove each one of our assumption to be correct within the educational world, finding evidence that adults think and learn differently than previously thought. But we also wanted to find our assumption to be correct within the church as well. This means we wanted to make sure pastors at a grass roots level felt creating an alternative BIC was something worth pursuing. To do this, we sent out an abridged version of our approved proposal (see appendix D) to 43 pastors located throughout the WELS. We asked them to read over the proposal and offer their support should they feel "Connections" to be a valuable project.

BIBLE NARRATIVE BASED

First off, we look at the element of having a Bible narrative based course. Our assumption or rationale was simple. We felt that, unfortunately a common thread running throughout our churches is that people, no matter their age, do not know the Bible as they once did just a generation ago. The simple stories once learned at a very young age are virtually unknown to countless adults. For this reason, the proposed BIC would be Bible narrative based. Each lesson will contain at least one Bible story to help teach the doctrine specific to the lesson. The end result is people who know their doctrine and also have a healthy dose of Bible history. This specific assumption, we admit, doesn't find its credence in anything other than the reaction we received from pastors within the WELS. While we should have explored this more within our surveys and more quantitative research, we felt the men on the front lines, who are currently sharing the gospel, would hold enough weight. Pastor Joseph Koelpin writes:

Over the last two years, I have had the privilege of doing 30 Bible information classes and one of the things that has been the biggest obstacle has been trying to teach people with abstract doctrines when they do not first have an understanding of the concrete history. I begin each course with the 4 key concepts: Sin, Grace, Faith and Works. It is amazing to see God's Word convince them of these truths.

Yet, I do believe that if we could have a curriculum that showed those concepts with the flesh and bones of Biblical narrative it could give a deeper understanding of those concepts. We see the depravity of mankind (sin) so vividly in Noah who gets drunk after the deluge, in Abraham who lies, in David who commits adultery and murder. We see God's grace so clearly when the Lord continues to keep his promises to such stiff-necked people. We understand faith all the more as we learn that Abraham was credited with righteousness merely for receiving the blessings that the Lord wanted to give him. And we learn of our good works as we see the LORD working through his people to will and to act according to His good purpose. I know that a BIC which would take Biblical concepts and bring them to life with Biblical narrative would be beneficial for me and the people God calls to our church and I'd look forward to getting my hands on one that was done well.⁴²

The idea of conveying a truth through means of story is nothing new. In fact it is something we see throughout the Bible. In fact, Jesus himself employed a narrative teaching style most notably found in the form of parables. He used stories to convey the truths of his heavenly Father.

For example, Jesus used a story, or parable, to teach his disciples about the Word of God. He told them,

A farmer went out to sow his seed. As he was scattering the seed, some fell along the path, and the birds came and ate it up. Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. But when the sun came up, the plants were scorched, and they withered because they had no root. Other seed fell among thorns, which grew up and choked the plants. Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown. He who has ears, let him hear (Mt 13:3a-9).

Jesus used this story to teach his disciples that some people hear about the kingdom of heaven, but they do not understand it. When that happens, they are like the seed that fell along the path. They are snatched away by the evil one. Some people hear about the kingdom of heaven, and they are very excited about it right away. However, their joy and zeal quickly die out, and they

⁴² Consult Appendix B For All Pastoral Quotes

quickly fall away when trouble or hardships enter their lives. In this way, they are like the seed that fell on the rocky places. Other people hear the Word, but they let the worries and wealth of this life choke it out. They are like the seed that fell among the thorns. There are also people who hear the Word and understand it. These ones are like the seed that fell on the good soil, and they produce a huge crop.

Jesus also used narratives to teach his disciples about the kingdom of heaven. He once said to them,

The kingdom of heaven is like a man who sowed good seed in his field. But while everyone was sleeping, his enemy came and sowed weeds among the wheat, and went away. When the wheat sprouted and formed heads, then the weeds also appeared. “The owner’s servants came to him and said, ‘Sir, didn’t you sow good seed in your field? Where then did the weeds come from?’ “‘An enemy did this,’ he replied. “The servants asked him, ‘Do you want us to go and pull them up?’ “‘No,’ he answered, ‘because while you are pulling the weeds, you may root up the wheat with them. Let both grow together until the harvest. At that time I will tell the harvesters: First collect the weeds and tie them in bundles to be burned; then gather the wheat and bring it into my barn.’ (Mt 13:24-30).

Jesus then offered his listeners an explanation to this parable later on in the chapter. The parable was meant to explain what life is like on this earth – a constant battle between good and evil. However, at the end of time, the good wheat, the believers, will be separated from the bad weeds, the unbelievers. The believers will be gathered to the Lord, and the bad weeds will be sent to hell.

In this same chapter of Matthew, Jesus offered several shorter parables, or narratives, to explain the kingdom of heaven. He said that the kingdom of heaven is like a mustard seed, which meant that, though it might seem small, it yields an enormous harvest. He also said that the kingdom of heaven is like yeast, and like hidden treasure, and like a fine pearl. Each story offers a different perspective on the kingdom of heaven.

Jesus offered a parable to explain the importance of children in the kingdom of heaven. What do you think? If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? And if he finds it, I tell you the truth, he is happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should be lost (Mt 18:12-14).

In fact, Jesus told many parables about the end times, and each parable focuses on a different aspect of the end times. For example, the parable of the ten virgins focuses on complete and thorough preparation for Jesus' return.

At that time the kingdom of heaven will be like ten virgins who took their lamps and went out to meet the bridegroom. Five of them were foolish and five were wise. The foolish ones took their lamps but did not take any oil with them. The wise, however, took oil in jars along with their lamps. The bridegroom was a long time in coming, and they all became drowsy and fell asleep. At midnight the cry rang out: "Here's the bridegroom! Come out to meet him!" Then all the virgins woke up and trimmed their lamps. The foolish ones said to the wise, "Give us some of your oil; our lamps are going out." "No," they replied, "there may not be enough for both us and you. Instead, go to those who sell oil and buy some for yourselves." "But while they were on their way to buy the oil, the bridegroom arrived. The virgins who were ready went in with him to the wedding banquet. And the door was shut. Later the others also came. "Sir! Sir!" they said. "Open the door for us!" But he replied, "I tell you the truth, I don't know you." Therefore keep watch, because you do not know the day or the hour. (Mt. 25:1-13).

Another famous parable of Jesus is the parable of the lost coin.

Or suppose a woman has ten silver coins and loses one. Does she not light a lamp, sweep the house and search carefully until she finds it? And when she finds it, she calls her friends and neighbors together and says, "Rejoice with me; I have found my lost coin." In the same way, I tell you, there is rejoicing in the presence of the angels of God over one sinner who repents." (Lk 15:8-10).

Jesus uses this story to explain the joy that the angels feel when a sinner repents and turns back to the Lord.

The one parable that might be Jesus' most famous is the Good Samaritan. In this story, a man fell into the hands of robbers on his way from Jerusalem to Jericho. They beat him up and left him for dead. A priest and Levite both walked by on the other side of the road and failed to give him any help. Then a Samaritan came by and took this man to an inn and paid for his lodging and medicine. Jesus' point was that those listening would go and act like the Good Samaritan.⁴³

All of these parables are examples of Jesus using a narrative approach to teaching Biblical truths. Why would Jesus spend so much time using this approach? Is it because Jesus,

⁴³ Lk 10:25-37

who was there at the creation of the universe, understood exactly how the human mind works? Certainly the Bible does not say that, but one might consider it due to the large amount of parables that Jesus used in his ministry.

VISUAL AIDS

The second element of our proposal was to have this class integrated with excellent video illustrations. Though we could address this element completely on its own, it would best to also address it along with our third element of integrating excellent PowerPoints. We feel it necessary to handle these two elements as they both speak to visual aids as an effective way of teaching Jesus. Our assumption behind these elements was the perceived shift to a more visually oriented society. The style of learning then would also be more visually oriented. Several pastors have even included short video clips into their BICs and Sunday sermons. Rather than verbally delivering a story or illustration, it is played out on a screen before their very eyes. There are dozens of Christian based websites that offer such clips for a price. (i.e. Shiftworship.com; BluefishTV.com; Sharefaith.com; Worshiphousemedia.com) Although the movie clips and video illustrations found on these sites are professionally produced, they lack the consistency of sound doctrine. Many pastors find such video clips and illustrations to be of great benefit. However, many will not use the clips because of necessary disclaimers regarding any false doctrine contained within them.

As we started to research to see if our assumption was true, we uncovered mountains of evidence that would suggest we are correct with our assumptions. First a look at the evidence for support from a grass roots level. Pastor Ken Brokmeier writes:

Studies reveal that the retention of material increases when visuals are incorporated into the teaching of the material...This is especially true since part of my call as pastor is to serve the campus ministry of students attending the largest university in this state. Those in their twenties and thirties have been surrounded with media that is highly visual. Utilizing current technology to produce quality visual material could, humanly speaking, help the Word of Life come to life in the eyes and ears of the learner.

Pastor David Panitzke writes:

There is no doubt that a good verbal illustration of a truth can solidify that truth in the mind. A simple picture can do so even more. But what if the images move? What if they emote? What if

they speak? Video can make a truth come alive in the imagination and sink it deep into the memory.

In regards to visual aids including PowerPoint, Rev. Paul Wendland writes:

There can be no doubt that the Biblical narratives form the foundation of our faith. A clear and accurate portrayal of them in visual form holds great promise for engaging head and heart. I also believe that integrating professionally produced PowerPoint's would be a powerful add-on, especially since—as you say—relatively few pastors have the time, the expertise, or the resources to produce them on their own.

While support at a grass roots level from pastors all over the synod can bolster confidence in such an undertaking, we could not rest on opinions alone. We wanted to make sure our assumption concerning the learning styles of our target demographic were not just merely assumptions, but factual. Aside from our own opinions and those with whom we talked while brainstorming for this project, we wanted an objective opinion. We needed raw data that would support both our opinions and those of the pastors we communicated with. Thus, we created several surveys to be distributed. Using the online program Survey Monkey, we created and distributed surveys to a wide variety of individuals within our targeted demographic. In addition, we also sent surveys to college students. By doing this we are staying ahead of the curve so that when the complete course is ready in two to three years, those individuals in college now will be in our target demographic.

We distributed a total of four different surveys. The first two surveys asked questions in regard to general learning styles. Our hope was that these surveys would reaffirm key elements of andragogy discussed in our literature, but more importantly, reaffirm our assumptions made in forming our proposal. As a whole, both general learning styles surveys fulfilled our desires.

The survey work further confirmed our assumption and validated the thoughts and opinions of the pastors we communicated with.

Question one of General Learning Styles Survey #1 asks, "How do you best retain information?" The individual taking the survey was given five options; Lecture, Question and Answer, Group Work, Visual Oriented (PowerPoint, Video Illustrations, etc.) or self-directed. Of the 405 people who answered this question, 171 people (42.2%) selected visual oriented. or 75 people (18.5%) selected self-directed. or 70 people (17.3%) selected Q&A. 48(11.9%) people selected group work and 41 people (10.1%) selected lecture.

It is essential to note within the results of this question that almost 90% of those being polled best retain information in a form other than lecture. This confirms our assumptions regarding the pedagogical approach being out-dated and increasingly less useful in regards to the retention of information. Instead, a method of information transfer which takes advantage of multiple devices, including narrative and visual aid, would be better.

Question two of General Learning Styles Survey #1 asks, "With which learning style do you struggle to retain information the most?" The individual taking the survey was given four options: Lecture, Question and Answer, Group Work, Visual Oriented (PowerPoint, Video Illustrations, etc.) or self-directed. Of the 405 people who answered this question 205(50.6%) people selected lecture. 97(24.0%) people selected group work. 55 people (13.6%) selected self-directed. 33 people (8.1%) selected Question and Answer. 15 people (3.7%) selected visual oriented. Once again we see the visual oriented way of learning to be superior.

Likewise, we asked specific questions regarding the use of video illustrations within a teaching lesson. Question four of General Learning Styles Survey #2 asks, "How much would you appreciate short video illustrations/monotony breakers?" Those taking the survey were presented with four options: Love it! Like it. No big deal. Completely irrelevant. Of the 396 individuals who answered this question, 207 of them (52.3%) answered, "Love it!" when it comes to an appreciation of short video illustrations/monotony breakers. 142 people (35.9%) answered that they would "Like it" if there were short video illustrations/monotony breakers. 43 people (10.9%) said that short video illustrations/monotony breakers are "No big deal," and 4 people (1%) said that it was "Completely irrelevant."

Question five of General Learning Styles Survey #2 asks, "How important is the quality of video illustrations/monotony breakers?" The individuals answering this question were offered four options: Very important! Important. No big deal. Or, completely irrelevant. Of the 395 people who answered this question, 208 people (52.7%) answered that the quality of video illustrations/monotony breakers is "Important." 95 people (24.1%) said that the quality of video illustrations/monotony breakers is "Very important!" 87 people (22%) answered that it is "No big deal," while 5 people (1.3%) answered that the importance of the quality of video illustrations/monotony breakers is "Completely irrelevant."

These survey questions were asked in terms of a general learning style. In order to bring further credence to our assumptions concerning visual aids, we felt it necessary to also question

students who have taken a BIC before. Essentially, we wanted to know if the general learning style results could be applied to the adult learner studying God's Word as well. Thus, we created a survey geared specifically to BIC students.

Question nine of the BIC student survey asks, "Would visual multimedia be helpful during the course? Why or why not?" Of the 31 people who answered this question, 13 answered that visual multimedia would be helpful during the course. The reasons behind their saying yes were to help visualize information, to give their minds a break, and help cement certain truths. For example, this participant said that "most people are 'visual' and understand better when shown something rather than only being told." Another participant said, "Yes, because it's hard to visualize things discussed in the lessons, especially if you did not grow up in the church. It is easier if there is a picture, artist rendition, or movie clip to understand the size and perspective of some things in the Word." One participant responded this way: "Yes, it would provide a break in lectures, which seems to give my mind a jolt from possible boredom."

Several people answered that multimedia was a part of the BIC already. Those who answered in this way said that it was a positive aspect of the course. One participant said, "There was PowerPoint, and it was very nice to have those visual images to help the other information sink in."

A few people said "No," and their reasons were either that it did not fit their learning style, or they felt that it would detract from the spoken word. One participant admitted, "No, not for me because I cannot focus very well with things like that. It does not fit my learning style, but, again, it might work for someone else." Another participant felt that multimedia is not necessary if the speaker is engaging.

Still, we wanted to investigate further. If students in the secular world almost expected visual aids to be a part of learning, and students of BIC felt visual aids to be useful, then what of the pastorate actually doing the teaching? Have they met such demands? Is there, within our church body, visual aids already in use? To what degree are they working?

Question nine of the BIC leader survey asked, "Do you find your class resources (materials, PowerPoint's, etc.) to be lacking, sufficient or superb? Why?" 19 individuals answered this question, and only 1 said that his resources were superb. Most of the answers were "sufficient." Those who answered "sufficient" felt that their resources can get the job done, but

they could certainly be improved. Two participants answered “lacking.” One of those two qualified by saying, “lacking with regard to visual aids.”

Once again, through our surveys, we found our assumptions to be correct. But we still wanted more evidence to support the assumption that using visual based tools in teaching would be relevant. We then asked ourselves, “What does Scripture say on the matter?”

Already in the Old Testament, God taught his people, not just with words, but with striking visual aids and images. For example, after the flood, God made a covenant with Noah. “I shall establish my covenant with you: Never again will all life be cut off by the waters of a flood; never again will there be a flood to destroy the earth” (Ge 9:11). God then attached a visual reminder to his Word. “I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth” (Ge 9:13). For the next 350 years⁴⁴, whenever Noah saw a rainbow, he was reminded of God’s Word that was attached to it.

When God made his covenant with Abram, a man who was well along in years, Abram asked for a guarantee concerning his descendants’ possession of the Promised Land when he said, “O Sovereign LORD, how can I know that I will gain possession of it?” (Ge 15:8b). After Abram followed God’s instructions to cut the heifer, goat, and ram in two, and to arrange them, along with birds, opposite each other, God made his presence known to Abram in a most striking way as a smoking firepot appeared and passed between the animal pieces. Then God spoke: “To your descendants I give this land...” (Ge 15:18). God taught Abram an important lesson about his abiding presence and faithfulness by means of a striking visual aid and his almighty Word.

God did the same thing when he appeared to Moses in a burning bush. The burning bush caught Moses’ attention. “So Moses thought, ‘I will go over and see this strange sight – why the bush does not burn up’” (Ex 3:3). Then, God followed a striking visual aid with his almighty Word. “Then he said, ‘I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob.’” (Ex 3:6a).

One of the more famous examples of God’s use of striking imagery is the Passover. Through Moses, God instructed the entire Israelite community to slaughter a year-old male lamb that was without defect. They were to paint the blood on their doorframes and prepare the meat according to God’s instructions. God intended this visual ceremony to be a lasting celebration for the generations to come to remind people of his Word.

⁴⁴ Genesis 9:28,29

Obeys these instructions as a lasting ordinance for you and your descendants. When you enter the land that the LORD will give you as he promised, observe this ceremony. And when your children ask you, 'What does this ceremony mean to you?' then tell them, 'It is the Passover sacrifice to the LORD, who passed over the houses of the Israelites in Egypt and spared our homes when he struck down the Egyptians' (Ex 12:24-27a).

Generation after generation saw this visual ceremony, and they remembered the saving Word of God that was attached to it.

The entire sacrificial system of God's Old Testament people was a visual aid connected to the Word. As daily sacrifices were made, the people were reminded of the promise of the Messiah that was attached to those sacrifices.

Also, Jesus attended a wedding in a town called Cana with his mother and some of his disciples. "When the wine was gone, Jesus' mother said to him, 'They have no more wine'" (Jn 2:3). Then, "Jesus said to the servants, 'Fill the jars with water'; so they filled them to the brim" (Jn 2:7). After the servants did this, they took some of it to the master of the banquet, not knowing that a change had occurred. The banquet master loved the wine, saying that it was the best. By means of this miracle, this striking visual aid, Jesus "thus revealed his glory, and his disciples put their faith in him" (Jn 2:11b). That visual aid would serve as a reminder to his disciples that Jesus was and is truly God.

When Jesus called some of his first disciples, he first met them at their place of employment, the Sea of Galilee. Jesus called out to one of them, named Simon, and said, "Put out into deep water, and let down the nets for a catch" (Lk 5:4b). Simon wasn't entirely convinced, but he did as Jesus told him. "When they had done so, they caught such a large number of fish that their nets began to break" (Lk 5:6). This striking visual aid was also accompanied by God's Word of law as Simon Peter declared, "Go away from me, Lord; I am a sinful man!" (Lk 5:8b). But this striking visual aid of a giant catch of fish was also accompanied by Jesus' beautiful words of gospel: "Don't be afraid; from now on you will catch men" (Lk 5:10b).

Jesus also used a striking visual aid when he walked on the water. The disciples were afraid when they saw Jesus walking on the water toward them, and then Jesus offered his Word to them: "Take courage! It is I. Don't be afraid" (Mt 14:27b). There was more of Jesus' Word attached to that visual aid because every time those disciples thought of that visual aid, they were reminded, "Truly you are the Son of God" (Mt 14:33b).

Jesus used an incredibly striking visual aid when he raised Lazarus from the dead. He did not arrive at Bethany until four days after the death of his friend, Lazarus. After comforting Lazarus' sisters with his Word, Jesus walked up to the tomb and said, "Lazarus, come out!" (Jn 11:43b). Lazarus then walked out of the tomb. Certainly Mary and Martha remembered Jesus' Word whenever they thought about that visual aid. "I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die. Do you believe this?" (Jn 11:25-26).

Jesus employed another visual aid when he entered Jerusalem on Palm Sunday. He rode into town on a borrowed colt, the foal of a donkey. Why would Jesus use such a visual aid? He did this to fulfill God's Word which said, "Say to the daughter of Zion, 'See, your king comes to you, gentle and riding a donkey, on a colt, the foal of a donkey'" (Zec 9:9 in Mt 21:5). That visual aid served to teach the people the truth that the Messiah came in lowliness and humility.

After extensive research into the minds of today's adult learner and through study of Scripture, we see clearly that our assumptions when it comes to the use of visual aids are correct. There is a need for an alternative style of BIC which incorporates both video illustrations as well as excellent PowerPoint.

EXCELLENT HARD COPY MATERIALS

The evidence we see calling for visual aids is echoed in the form of hard copy materials. Do people look for and want hard copy materials produced in an excellent manner as well? The final element of our proposal assumes learners seek material which reflects excellence. More often than not, pastors have presented their BICs to prospects on black and white Xerox copies within an inexpensive three ring binder. While an older audience has no problem with a simple three-ring binder full of Xerox copies, today's students look for excellence. We know the content of the course is what will keep them in BIC, but the first impression means a great deal. Professionally designed hard copy materials will appeal to young and old. Because integrated PowerPoint and video illustrations are already a part of the BIC, it makes sense to complete the package with hard copies to match.

Once again we relied on pastors as well as surveys to prove the validity of our assumption. In regards to excellent hard copy materials Pastor Mike Schultz keys in on the idea of adapting the manner in which we deliver the material as to keep it fresh and not obsolete. He writes:

My name is Michael Schultz and I have served as a pastor in the Wisconsin Evangelical Lutheran Synod for 22 years. During those years I have written and rewritten a number of editions of my own Bible Information Class. While the material in these classes remains constant across WELS churches, the manner of presentation is in constant need of update, both because of the pastor's own desire to keep the presentation fresh and because of new and emerging presentation software, hardware, etc.

Pastor Ben Golisch asserts that giving our best in all we do is reflective of what the gospel itself has to offer. Should the vehicle and manner in which we present the lifesaving Word of God be determined only with the lowest cost in mind? Are we portraying an attitude that says we simply do not care to give our best to the message we treasure so dearly? Pastor Golisch writes:

Recognizing the standards our people are accustomed to seeing, it is imperative that this be done with high quality. Grace is free, but not cheap. Communicating that gospel in a cheap (tacky, cheesy, unprofessional, etc.) way diminishes what we're trying to accomplish and communicate. When a person takes a BIC class, they should leave with a clear understanding of the basics of the Christian faith. More than that, by the Spirit's working through those powerful presentations, there ought to be a feeling that we have walked with Christ together.

The thoughts of pastors is directly related to what our surveys state when it comes to the learners reaction to class materials. Question two of General Learning Styles Survey #2 asks, "How much do you appreciate visual appeal in course materials?" The survey takers were presented with four options: Love it! Like it. No big deal. Or, completely irrelevant. Of the 396 people who answered this question, 179 (45.2%) said, "Love it!" when it comes to visual appeal in course materials. 168 people (42.4%) answered, "Like it," in response to visual appeal in course materials. 42 people (10.6%) answered that visual appeal in course materials is "No big deal," and 7 people (1.8%) said that visual appeal in course materials is "Completely irrelevant."

Question three of General Learning Styles Survey #2 asks, "Would you appreciate instructor-provided materials for recording hand-written notes?" The individuals taking the survey were offered two possible answers: Yes or No. Of the 394 individuals who answered this question, 308 (78.2%) answered "Yes." 86 people (21.8%) answered, "No."

People can easily tell when shortcuts are taken in the production of materials which are meant to help them learn. Giving our best to produce excellent hard copy materials is an element of this proposal

which we believe doesn't need any more evidence for credence other than this simple fact—God wants our best. God's people in the Bible certainly gave their very best, shouldn't we? The bible is chucked full of examples of people who gave their best to the Lord. The temple is one example of this.

In this way Hiram kept Solomon supplied with all the cedar and pine logs he wanted, and Solomon gave Hiram twenty thousand cors of wheat as food for his household, in addition to twenty thousand baths of pressed olive oil. Solomon continued to do this for Hiram year after year. The LORD gave Solomon wisdom, just as he had promised him. There were peaceful relations between Hiram and Solomon, and the two of them made a treaty.

King Solomon conscripted laborers from all Israel—thirty thousand men. He sent them off to Lebanon in shifts of ten thousand a month, so that they spent one month in Lebanon and two months at home. Adoniram was in charge of the forced labor. Solomon had seventy thousand carriers and eighty thousand stonecutters in the hills, as well as thirty-three hundred foremen who supervised the project and directed the workmen. At the king's command they removed from the quarry large blocks of quality stone to provide a foundation of dressed stone for the temple. The craftsmen of Solomon and Hiram and the men of Gebal cut and prepared the timber and stone for the building of the temple. (1Ki 5:10-18)

King Solomon spared no expense as he supervised the construction of the temple. He used the finest cedar from Lebanon. He used incredible amounts of silver and gold. He had men cut huge rocks that were fitted for the temple. He made sure that God's people gave their best as they built a house for their God.

Another example of a child of God giving God their best is the widow that we read about in Mark 12.

Jesus sat down opposite the place where the offerings were put and watched the crowd putting their money into the temple treasury. Many rich people threw in large amounts. But a poor widow came and put in two very small copper coins, worth only a fraction of a penny.

Calling his disciples to him, Jesus said, "I tell you the truth, this poor widow has put more into the treasury than all the others. They all gave out of their wealth; but she, out of her poverty, put in everything—all she had to live on." (Mk 12:41-44).

This woman gave God her very best. In fact, she gave God everything that she had. She trusted in God that much, that she would give him her very best. This God-pleasing desire to give God

our best is something to remember as we prepare our Bible classes. God has blessed us with a wealth of technological blessings in the 21st century. We can follow the examples of our heroes of faith and give God our very best by making use of this technology to share his Word with all nations.

TARGET DEMOGRAPHIC

The final element which we sought to prove was based on our desire to gear this BIC toward the specific demographic of 21-35 year olds. While any BIC can reach people of any age, we feel this age group is missing within our churches. There lies within this generation untapped potential for pastors, teachers, and leaders of our church body in the future. Why not have a BIC geared toward reaching this specific age group? We feel the four previous elements of this project are set to specifically reach this group and appeal to them in a modern and visually oriented society. So, once again we turned to research to find if this assumption held water.

Pastor Matt Westra, who by his age fits into our target demographic, explains that essentially every element of our project shows itself to be not only an alternative BIC, but one which reaches out to an audience that is silent when comes to church, he writes:

A project like this is definitely needed. The 21 to 35 year olds are a group that our churches need to be reaching. Often they are looking for a church after being away during their college years. This is a time of big changes; new marriage, new job, new community, new children. Often these are the times God uses to bring people to hear the Gospel.

This is the same group that grew up on MTV. They have probably always had a computer and a printer in their home. Their first school papers included pictures from a computer. They are used to things that incorporate multiple types of media. They want professional looking documents that are all tied together. This is what they have come to expect from professional organizations. As heralds of the Gospel we will certainly want to present it in a way that is fitting and professional. Well-made videos, power points, handouts, and a website will go a long way with this 21 to 35 year old generation.

Pastor Chadwick Graham touches upon the atmosphere such a BIC would present. By specifically targeting this demographic, we are meeting them at their level and in a way in which they are accustomed to learning.

Having a strong, structural, and yet simple Bible Information Course materials will aid the pastor in creating a non-threatening atmosphere that will help people of all backgrounds discover more about God and His Word, and become acquainted with what we teach and believe. It will help the pastor firmly but lovingly answer questions like: How did we get the Bible, and can we trust it? Do I really have a guardian angel? What's the difference between denominations? Why does God allow bad things to happen? How can I really be optimistic about Judgment Day? Also, a well thought out appendix of topics that make us distinctively Lutheran will help aid the pastor in giving prospective members additional biblical support that they can take home.

While we would have like to have surveys question which speak to our assumption, we simply do not. This is due to nothing other than an oversight on our behalf during the survey process. That being said, we believe the simple fact that our general learning styles surveys were filled out by individuals who are within are target demographic themselves should carry some significant weight. Every element of this entire project caters to this audience and every element of this project was completed by three individuals, who not only fall within this demographic themselves, but who more importantly have a passion both for learning and even greater passion for teaching Jesus. In reality, we strongly feel no more evidence to support this assumption is needed.

DISCUSSION

The original idea for our project was to create an entire Bible Information Class, along with video illustrations and a companion PowerPoint presentation. We also pursued the idea of developing a website that would house such a course. After we looked into these options, we soon realized that we would not have the time or the resources to make it a reality. Following the suggestion of several professors, we decided to create a sort of “pilot” to a BIC. We wanted to make four quality lessons and video illustrations to go with them. We also desired to publish these four lessons in a quality format.

As the first semester of school went on, we ran into two roadblocks. The first was that we had spent a large amount of time contacting entities like Thrivent Financial and private donors to allocate funding for our original idea. This proved to be time poorly spent. The requests for money were not granted, and we felt compelled to scale our project back. All the while, the clock was ticking. We first decided to focus on producing only four lessons and sought funding from a

private donor. We still wanted to make a top-notch pilot for this course, and we need financial assistance to do this. However, we hit a snag with this private donor, and a process that proved to last over a month yielded no financial results. Finally, we were faced with the task of reworking our project. At this time, Zaferos thought that he might be able to make some video illustrations that would at least show what we would like to do with such a BIC. A family member who happens to be a professional graphic designer was still willing to produce quality course materials, and we were still excited to produce four lessons for the course. Unfortunately, we lost a lot of time during this process.

The second roadblock to our original project was the realization that we would still be required to turn in a modified thesis on our topic. Since it was late in the first semester, we were forced to scramble to do research and conduct surveys and interviews. We were able to do this, but our project priorities were pushed to the backburner. Once the second semester came, we were compelled to rework our project again. This time we decided that we would fulfill the requirements of the senior thesis and draw up a skeleton of the BIC that we had in mind to offer as an appendix. If you desire to look at this skeleton, please see Appendix A.

This being said, as we assess the “bumpy road” in our rearview mirror, we are thankful that we were able to reach some conclusions.

Though the roadblocks we created and encountered proved to diminish the production side of our initial project, they were extremely positive when it came to our personal professional growth. For example, we learned the inner workings of grant writing and seeking financial support. We spent countless hours, word-smithing emails and other documents to be distributed to corporate officers and private donors. We feel this will be beneficial in our own ministries. In addition, we gained valuable insight into the production of original research. We believe we have learned from both our mistakes and successes, and should the Lord lead any of us to pursue graduate studies, these lessons will no doubt prove valuable.

CONCLUSION

We end then, where we began our discussion—the Great Commission. Jesus gave us a principal, but leaves the application to Christian Freedom and discretion. While this project has laid ground work to supply another avenue for sharing and teaching Jesus, this is not the only

way. Though this paper has shown the need for such a course in hearts and lives of a generation absent in the pews, we know it is not the only answer to get them to know and love their Savior. Though we believe and hope others are convinced a fresh approach to teaching Jesus is something to pursue, we are not placing our trust in this potential course to replace what is irreplaceable. In the end, our trust and confidence for success lies not in what we do, but in what the Holy Spirit does through God's Word. We put our trust in the promises of our God. "As the rain and the snow come down from heaven, and do not return to it without watering the earth and making it bud and flourish, so that it yields seed for the sower and bread for the eater, so is my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it." - Isaiah 55:10-11

We were able to conclude that there is a definite need and desire for such a Bible Information Class – one that includes video illustrations, PowerPoint, and professionally-made materials. Our surveys proved to us that pastors are very excited about this idea, and they are also very willing to jump on board in the creation of this course. Students also showed a desire for the visual aids that we have expressed an interest in creating for this course. After examining the world of adult education, the description of the postmodern generation, the survey results, and the Biblical examples of learning styles, we are left with the conclusion that this Bible Information Class is a must. We pray that God would bring this to fruition in the near future, and we pray that many pastors across the WELS will collaborate to make it a success.

SOLI DEO GLORIA,

Stephen Koelpin

Brian Schmidt

Peter Zaferos

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Connections – Sin & Grace

(Where did evil come from? What does that mean for me?)

Video Testimonial

Video testimonial introduction would be ideal. In the future we'd like to have a brief testimonial where a real person talks about the impact that Genesis chapter 3 had on their life. We want a real human being, one of God's sheep, (preferably someone who's lead a rough life) to read a section of Genesis chapter 3 and then briefly summarize..."To understand my own sin...to understand the sinfulness of the world...to understand God's grace...How he made a promise way back in the Garden of Eden, and then kept that promise by coming to this earth Himself...that's priceless...that's life changing. As I studied the Bible, the "connections" became clear. My God loves me. He's done it all for me. I know where I'm going after this life is over...etc."

The Daily Connection (News Source Intro)

For the introduction of this lesson the course leader will either present a pile of that day's newspapers, or preferably, project a popular news source (local or national) up on the screen.

- Quickly Identify as many examples of "evil" or "wickedness" as possible.
- "Great Job! I'm gonna stop us here or we could go on for hours"

Headlines (Newspaper Style Bible Headlines)

Transition – There is a lot of evil in the world today, but it is not at all new. Here are a couple of other headlines that I found...

Local Farmer Suspected Of 1st Degree Murder

*Blood of Brother Cries Out From The Ground
Found In Field With Gruesome Head Wound
Read more Genesis 4:1-16*

Local Girl Victim of Sexual Assault

*Brothers Seek Revenge
Slaughter Whole City
Read more Genesis 34*

Beloved King Guilty Of Adultery

*Husband of Mistress Killed in Battle
King Suspected of Foul Play
Read more 2 Samuel 11*

Vineyard Owner Stoned To Death

Prophet Says King & Queen Will Die As A Result

Read more 1 Kings 21

Task – Split up into groups and have each group take one biblical “headline.” As you read your section, list as many examples of “evil” or “wickedness” as possible.

Video Transition

*This video will serve a very specific purpose. It will “connect” the current event headlines to the Biblical headlines and then transition to our own “headlines.” (Show Us Our Sins) We envision a key word that pops up as a proof passage explaining that key word is read by a unique voice. Then another key word connected to another passage read by another unique voice, while the previous word shrinks a bit and moves to another portion of the screen. More and more passages are read and words fill the screen. These words should have summarized the evil examples found in the current event headlines as well as the biblical headlines as well as made the point that God demands perfection. Now the transition is to the individual. This is the “uh-oh” moment. If the connection to one’s own sin hasn’t already been made in their own minds, **the narrator will now make that connection** (what will he say?). Perhaps the video closes by asking, “But why?”*

Genesis 6:5 – **EVIL**

The Lord saw how great man’s wickedness on the earth had become, and that every inclination of the thoughts of his heart was only evil all the time.

2 Timothy 3:13 - **DECEPTION**

While evil men and impostors will go from bad to worse, deceiving and being deceived.

Jeremiah 17:9 - **INCURABLE**

The heart is deceitful above all things and beyond cure. Who can understand it?

Romans 7:18 - **HELPLESS**

I know that nothing good lives in me, that is, in my sinful nature. For I have the desire to do what is good, but I cannot carry it out.

Psalm 51:5 - **HOPELESS**

Surely I was sinful at birth, sinful from the time my mother conceived me.

1 John 3:4 - **CRIMINAL**

Everyone who sins breaks the law; in fact, sin is lawlessness.

Romans 8:7 - **HOSTILE**

The sinful mind is hostile to God. It does not submit to God's law, nor can it do so.

Romans 7:24 - **STRANDED**

What a wretched man I am! Who will rescue me from this body of death?

Psalms 38:4 - **BURDEN**

My guilt has overwhelmed me like a burden too heavy to bear.

John 8:34 - **SLAVE**

Jesus replied, "I tell you the truth, everyone who sins is a slave to sin.

James 2:10 - **GUILTY**

For whoever keeps the whole law and yet stumbles at just one point is guilty of breaking all of it.

Hosea 4:12 - **UNFAITHFUL**

A spirit of prostitution leads them astray; they are unfaithful to their God.

Ezekiel 18:20 - **DEAD**

The soul who sins is the one who will die.

Husband & Wife Eat Fruit

Told They Will Die

Read more Genesis 3

Genesis 3

How did sin enter the world and what are its effects?

Before you study the Genesis 3 account, note the similarities between the devil and a lion in 1 Peter 5:8 "Be self-controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour."

Q&A

Who was the first person to sin? Adam or Eve?

Agree or Disagree:

The devil made me do it.

Sin always starts off as fun.

Group Work

Identify as a group two scenarios in which the devil tempts individuals just like he did Adam and Eve. (Remember the devils steps: Creates doubt; tells half-truths, pits one against the other

Identify the immediate effects of sin on the devil, Eve and Adam?

Identify the immediate effects of sin in your own life.

Conclusion: From this account we see sin enter the world through Adam and Eve. The devil who deceptively manipulated Adam and Eve into doing what God clearly said not to do is not to blame. They crossed the line. In the same way, the devil tempts us to sin by creating doubt, telling half-truths and pitting us against our conscience. We also learned from this account the consequences of sin. Aside from guilt, physical suffering and pain we know that death, eternal death is the result of our sin.

However...Genesis 3:15 sheds light on our dark situation.

The leader will then explain Genesis 3; 15 as the first promise of a Savior that will crush the work of the devil...transition into grace.

God's Answer to Sin and its Consequences

Connections – Grace

Intro to this part of the grace lesson will show a video depicting the "Weight of The Cross" from BluefishTV.com The link is here ; <http://www.youtube.com/watch?v=cJsdANpPukE>

Father Forsakes Son; World Saved

Read more Matthew 27:45-54

The key narrative for this portion of the lesson is the crucifixion of Jesus. It's in this lesson we see the fulfillment of Genesis 3:15. It is also in this portion of Scripture where we see the grace of God displayed before our very eyes. As the leader walks through the account the class will seek to answer What is God's "grace"?

Just a few more examples of God's Grace

Foreign Dignitary Miraculously Healed

Dirty river made him clean.

Read more 2 Kings 5

Father Welcomes Swindling Son

Local man throws party for lost son

Read More Luke 15

City Spared From Destruction

Fishy prophet spared as well

Read More Jonah 1-4

Persecutor Turned Peaceful

Former tyrant founds churches all over the world

Read more Acts 9

Group Work

How is God's grace evident in your life?

Video Transition – *This video transition will mirror the previous video from the sin lesson. We envision a key word that pops up as a proof passage explaining that key word is read by a unique voice. Then another key word connected to another passage read by another unique voice, while the previous word shrinks a bit and moves to another portion of the screen. More and more passages are read and words fill the screen.*

1 Timothy 1:9,10 – Immortal

This grace was given us in Christ Jesus before the beginning of time, but it has now been revealed through the appearing of our Savior, Christ Jesus, who has destroyed death and has brought life and immortality to light through the gospel.

Romans 6:22 – Free

"But now that you have been set free from sin and have become slaves to God, the benefit you reap leads to holiness, and the result is eternal life."

2 Corinthians 5:17 – New Creation

Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!"

Romans 5:1 – Justified

Therefore, since we have been justified through faith, we[a] have peace with God through our Lord Jesus Christ,

2 Corinthians 1:3 – Comforted

Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles,

Galatians 4:7 – A Son

So you are no longer a slave, but a son; and since you are a son, God has made you also an heir.

Colossians 1:13 – Rescued from Darkness

For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves,

1 Thessalonians 5:9 – Appointed for Salvation

For God did not appoint us to suffer wrath but to receive salvation through our Lord Jesus Christ.

Romans 6:11 – Dead to Sin

In the same way, count yourselves dead to sin but alive to God in Christ Jesus.

Philippians 2:15 – Shining like Stars

So that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe

John 3:16 – Life

For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.

PASTORAL SUPPORT

Your project looks fantastic! It certainly is ambitious, but it is worth it. You've put into words many of the very things I've been thinking a lot about. I agree with all your rationale for the project. Your project is almost exactly what I've been dreaming about for the last 5 years. I've taught BIC about 30 times now, including to a number to teens and people in the age group you're targeting and there is a great need for something that communicates with our generation in all the ways you mention, especially for entirely un-churched people. I'd love to be involved in field testing the materials. One thing I've really wanted to do as I've thought about such a project is to make it so that it could be all video based...in other words that I could take your materials for example, incorporate them in such a way that I could be the teacher and put professional quality videos of me teaching the course, integrated with all the graphics, images, video, etc., on our church website both so that people who miss a class could take it online but also for all the people in our community who'd visit the site even though they're not going to come to our church necessarily.

Pastor Ben Kuerth
Victory of the Lamb
Franklin Wisconsin

Studies reveal that the retention of material increases when visuals are incorporated into the teaching of the material. As a result, I wholeheartedly support a project which seeks to develop a Bible narrative Bible Information Class (BIC) that would incorporate quality video illustrations. This is especially true since part of my call as pastor is to serve the campus ministry of students attending the largest university in this state. Those in their twenties and thirties have been surrounded with media that is highly visual.

Utilizing current technology to produce quality visual material could, humanly speaking, help the Word of Life come to life in the eyes and ears of the learner. I currently make use of

both Power Point and a limited number of video illustrations in BIC. I would welcome the option to consider incorporating even more.

Sincerely,

Pastor Ken Brokmeier

Brookings, South Dakota

"Every possible tool available to help teach people the Word of God is necessary and important. Modern tools involving technology are especially important because good resources are few and far between. I would be eager to test and use any materials that become available to our synod."

Phil Huebner

Pastor and Principal

Christ the King Lutheran Church & School

Palm Coast, FL

I think that a quality product, such as you describe in your proposal, is a real need. If I were still teaching young adults in my congregation, I would welcome such a tool. There can be no doubt that the Biblical narratives form the foundation of our faith. A clear and accurate portrayal of them in visual form holds great promise for engaging head and heart. I also believe that integrating professionally produced PowerPoint's would be a powerful add-on, especially since—as you say—relatively few pastors have the time, the expertise, or the resources to produce them on their own. Finally, publishing a website with the course materials seems to be a good way of getting the word out.

Paul Wendland

President

Wisconsin Lutheran Seminary

I love the idea and feel it could be a great blessing to gospel ministry on a grassroots level. You are very correct in recognizing so few of our BIC students know even the basic Bible stories.(David and Goliath, Jonah, Daniel in the Lions Den are all stories I've had to explain.) Being the visual society that we are, having solid video clips and power point slides can well serve to communicate the Word in a digital age.

I would also be willing to help "field test" this project. I regularly have new BIC's starting throughout the year (although often small in number). I have a number of new Christians who have been added to our fellowship over the past few years. Seeing this need for basic Bible history, I am using "From Promise to Glory" this fall. Perhaps a more visual BIC could help bridge this gap.

Finally, recognizing the standards our people are accustomed to seeing, it is imperative that this be done with high quality. Grace is free, but not cheap. Communicating that gospel in a cheap (tacky, cheesy, unprofessional, etc.) way diminishes what we're trying to accomplish and communicate. When a person takes a BIC class, they should leave with a clear understanding of the basics of the Christian faith. More than that, by the Spirit's working through those powerful presentations, there ought to be a feeling that we have walked with Christ together, just like on the road to Emmaus (a sly reference to the type of quality and message I expect).

Sincerely, in Christ,

Pastor Ben Golisch

King of Kings Lutheran Church

Maitland, Florida

My name is Michael Schultz and I have served as a pastor in the Wisconsin Evangelical Lutheran Synod for 22 years. During those years I have written and rewritten a number of editions of my own Bible Information Class. While the material in these classes remains constant across WELS churches, the manner of presentation is in constant need of update, both because of the pastor's own desire to keep the presentation fresh and because of new and emerging

presentation software, hardware, etc. The project which Messrs. Schmidt, Koelpin and Zaferos are working on will be of interest to me since I am always working to adapt my own materials from year to year. I hope to be able to have a look at the finished product, in order to see if there are ways that I can integrate their materials and methodology into my own Bible Information Class presentations.

Sincerely,

Pastor Michael Schultz

Sola Fide Lutheran Church

Lawrenceville, GA

Over the last two years, I have had the privilege of doing 30 Bible information classes and one of the things that has been the biggest obstacle has been trying to teach people with abstract doctrines when they do not first have an understanding of the concrete history. I begin each course with the 4 key concepts: Sin, Grace, Faith and Works. It is amazing to see God's Word convince them of these truths.

Yet, I do believe that if we could have a curriculum that showed those concepts with the flesh and bones of Biblical narrative it could give a deeper understanding of those concepts. We see the depravity of mankind (sin) so vividly in Noah who gets drunk after the deluge, in Abraham who lies, in David who commits adultery and murder. We see God's grace so clearly when the Lord continues to keep his promises to such stiff-necked people. We understand faith all the more as we learn that Abraham was credited with righteousness merely for receiving the blessings that the Lord wanted to give him. And we learn of our good works as we see the LORD working through his people to will and to act according to His good purpose.

I know that a BIC which would take Biblical concepts and bring them to life with Biblical narrative would be beneficial for me and the people God calls to our church and I'd look forward to getting my hands on one that was done well.

His Servant and yours,
Pastor Joseph Koelpin
Abiding Word
Pinehurst Texas

This project looks really exciting. Let me know what I can do to give you support. If it's merely writing a paragraph saying that such a project is needed, and would be welcomed at a church like CrossWalk, count me in. I feel the approach (more for visual learners to grasp hold of), the target (21-35 year olds) and the desire for excellence in approach are all right on! I'd love to be part of the field testing. This is an ambitious project—and I love it!

Pastor Jeff Gunn
Crosswalk Church
Phoenix, Arizona

When pastor takes a call and moves into a new area, he quickly begins to adapt and understand the community that he lives in and the congregation that he serves. Why? He wants gain the trust of his members while building a credible reputation with the community so that the Gospel can be proclaimed in its truth and purity! But sometimes the pastor tries too hard! Consider a Bible Information Course - rattling off Bible passages, rolling theological terminology off the tongue, and flashing up pictures and videos that emote can all be impressive, helpful, but very much intimidating. Then off course, there are those times where the pastor is challenged by someone with years of religious background and is easily intimidated, silencing his witness when it is needed most.

That's why I am excited about this new project! Having a strong, structural, and yet simple Bible Information Course materials will aid the pastor in creating a non-threatening atmosphere that will help people of all backgrounds discover more about God and His Word, and become acquainted with what we teach and believe. It will help the pastor firmly but

lovingly answer questions like: How did we get the Bible, and can we trust it? Do I really have a guardian angel? What's the difference between denominations? Why does God allow bad things to happen? How can I really be optimistic about Judgment Day? Also, a well thought out appendix of topics that make us distinctively Lutheran will help aid the pastor in giving prospective members additional biblical support that they can take home.

Sometimes I wonder if pastors feel the need to convince people instead of simply sharing. That's why I believe that Bible Information Course materials shouldn't be sophisticated, but rather simply share the truth of God's love. That's why many people enjoy a good ole' fashion children's Christmas service – they're not sophisticated, but simple testimonies of God's love for the World. The shepherds, who had no witnessing training, showed this to be true by returning from the manger and overflowing with simple joy. I am excited for this project and the value it will have in assisting me and others in sharing a simple but powerful message.

Pastor Chadwick Graham
Grace Lutheran Church
Oshkosh, Wisconsin

“Jesus urges His people to teach all things which He's instructed us. (Matthew 28) The Bible Instruction Course is a key component of that ongoing desire to instruct people in the truths of the Word. But how do we instruct a person who's visually oriented? How do we instruct that younger generation who are much more used to visual stimulation in their instruction? Would it not make sense to have a Bible Instruction Course which gives pastors such tools? In this course those tools are given. I'm convinced this course will become a powerful tool in bringing the basic truths of the Bible to our visual age.”

Pastor Thomas Kock
Living Word Lutheran Church, Gray, TN
WELS Commission on Adult Discipleship

“The basic truths of the Christian faith cannot be learned too well. That is why I am excited to participate in field testing “the project”. The Biblical truths that a person learns in Bible Information Class become the foundation for a Christian life, Christian service, Christian witnessing, and ultimately, a Christian resurrection. The Holy Spirit accomplishes all this through his word. It is supernatural; it is miraculous. But it is not magical.¹ The Holy Spirit works through the Word as that Word is spoken and heard, taught and understood.² So I want people to remember these truths. I want to teach them well.

Excellent materials help to achieve both these goals. There is no doubt that a good verbal illustration of a truth can solidify that truth in the mind. A simple picture can do so even more. But what if the images move? What if they emote? What if they speak? Video can make a truth come alive in the imagination and sink it deep into the memory. There is no doubt that if people see words, they tend to read them. That is why outdoor advertising works. That is why we distribute handouts. Even if it is only black ink on a page, people tend to read it. But what if the materials have an inviting look and feel? What if the page catches the eye with color and pleases the eye with a quality layout and style? What if people see it and immediately think, “This is high quality”?

When a person takes a Bible Information Class, they should leave that class with a clear understanding of the basic truths of Christianity. I believe that is done and done well. But I also believe that when a person takes a Bible Information Class, they should be impressed. They should become an ambassador for Christ by being an ambassador for that class. I want people to say, “I loved Bible Information Class. It was the best class I ever took. You should go.” Hopefully I will be able to help “these students” help me and others achieve that goal.”

Rev. David Panitzke
Shepherd of the Hills
Knoxville, TN

¹ WLS Dog Notes Faith (p. 114)

² Take that phrase from the Dog Notes...Now explain it. “There is nothing new under the sun.” Footnote referencing Philip the Ethiopian and Aquilla and Pricilia teaching Apollos.

A project like this is definitely needed. The 21 to 35 year olds are a group that our churches need to be reaching. Often they are looking for a church after being away during their college years. This is a time of big changes; new marriage, new job, new community, new children. Often these are the times God uses to bring people to hear the Gospel.

This is the same group that grew up on MTV. They have probably always had a computer and a printer in their home. Their first school papers included pictures from a computer. They are used to things that incorporate multiple types of media. They want professional looking documents that are all tied together. This is what they have come to expect from professional organizations. As heralds of the Gospel we will certainly want to present it in a way that is fitting and professional. Well-made videos, power points, handouts, and a website will go a long way with this 21 to 35 year old generation.

Matt Westra – Mission Pastor
Living Promise Lutheran Church
Morristown, TN

Additional pastoral support from:

Rev. Philip Koelpin	Redeemer – Tucson, AZ
Rev. Clark Schultz	Lakeside Lutheran High School – Lake Mills, WI
Rev. Joel Heckendorf	Immanuel – Greenville, WI
Rev. Jon Enter	Hope – West Palm Beach, FL
Rev. David Koelpin	Living Savior – Littleton, CO
Rev. Jason Ewart	Hope – Oconomowoc, WI
Rev. Chuck Westra	Christ Our Savior – Columbia, TN
Rev. Noah Bater	Prince of Peace – Salt Lake City, UT
Rev. Ken Fisher	Wisconsin Lutheran High School – Milwaukee, WI

General Learning Styles Survey #1








1. How do you best retain information?

		Response Percent	Response Count
Lecture		10.1%	41
Question & Answer		17.3%	70
Group Work		11.9%	48
Visual Oriented (PowerPoint, Video Illustrations, etc.)		42.2%	171
Self-directed		18.5%	75
answered question			405
skipped question			0




2. With which learning style do you struggle to retain information the most?

		Response Percent	Response Count
Lecture		50.6%	205
Question & Answer		8.1%	33
Group Work		24.0%	97
Visual Oriented (PowerPoint, Video Illustrations, etc.)		3.7%	15
Self-directed		13.6%	55
answered question			405
skipped question			0




3. How long can you actively participate in a learning exercise without a break?

		Response Percent	Response Count
1-5 minutes		0.5%	2
5-10 minutes		6.4%	26
10-15 minutes		18.6%	75
15-20 minutes		27.0%	109
20 minutes or more		47.5%	192
answered question			404
skipped question			1




4. Do group discussions help you learn?

		Response Percent	Response Count
Yes		51.1%	207
No		4.4%	18
Sometimes		44.4%	180
answered question			405
skipped question			0




5. Do demonstrations, models or practical sessions help you learn?

		Response Percent	Response Count
Yes		84.7%	342
No		2.0%	8
Sometimes		13.4%	54
answered question			404
skipped question			1

6. Do diagrams, charts or graphs help you learn?

		Response Percent	Response Count
Yes		56.2%	227
No		7.2%	29
Sometimes		36.6%	148
answered question			404
skipped question			1

7. Do handouts, books or readings help you learn?

		Response Percent	Response Count
Yes		52.2%	211
No		7.7%	31
Sometimes		40.1%	162
answered question			404
skipped question			1

8. Does PowerPoint help you learn?

		Response Percent	Response Count
Yes		54.8%	222
No		6.7%	27
Sometimes		38.5%	156
answered question			405
skipped question			0

9. Do lectures help you learn?

		Response Percent	Response Count
Yes		38.2%	154
No		13.6%	55
Sometimes		48.1%	194
answered question			403
skipped question			2

10. Are you comfortable reading in class?

		Response Percent	Response Count
Yes		72.3%	293
No		9.9%	40
Sometimes		17.8%	72
answered question			405
skipped question			0

General Learning Styles Survey #2



1. What is a reasonable expectation for time to work on homework?

		Response Percent	Response Count
0 minutes		0.5%	2
10 minutes		2.3%	9
20 minutes		8.9%	35
30 minutes		43.0%	170
45 minutes or more		45.3%	179
answered question			395
skipped question			1

2. How much do you appreciate visual appeal in course materials?

		Response Percent	Response Count
Love It!		45.2%	179
Like It		42.4%	168
No Big Deal		10.6%	42
Completely Irrelevant		1.8%	7
answered question			396
skipped question			0

3. Would you appreciate instructor provided materials for recording hand written notes?

	Response Percent	Response Count
Yes <input type="text"/>	78.2%	308
No <input type="text"/>	21.8%	86
answered question		394
skipped question		2

4. How much would you appreciate short video illustrations/monotony breakers?

	Response Percent	Response Count
Love It! <input type="text"/>	52.3%	207
Like It <input type="text"/>	35.9%	142
No Big Deal <input type="text"/>	10.9%	43
Completely Irrelevant <input type="text"/>	1.0%	4
answered question		396
skipped question		0

5. How important is the quality of video illustrations/monotony breakers?

	Response Percent	Response Count
Very Important! <input type="text"/>	24.1%	95
Important <input type="text"/>	52.7%	208
No Big Deal <input type="text"/>	22.0%	87
Completely Irrelevant <input type="text"/>	1.3%	5
answered question		395

1. In what ways did your BIC class impress you?

	Response Count
	31
answered question	31
skipped question	0

2. In what ways did your BIC class disappoint you?

	Response Count
	31
answered question	31
skipped question	0

3. Describe the teaching style(s) used in the class. (Lecture? Q & A? Self-Directed? Variety?)

	Response Count
	31
answered question	31
skipped question	0

4. If you could change one teaching style/method of the BIC class you took, what would it be?

**Response
Count**

29

answered question

29

skipped question

2

5. If you could keep only one teaching style/method of the BIC class you took, what would it be?

**Response
Count**

31

answered question

31

skipped question

0

6. What additional topics do you wish had been covered in your BIC class?

**Response
Count**

28

answered question

28

skipped question

3

7. What was your favorite illustration/analogy from your BIC class?

	Response Count
	29
answered question	29
skipped question	2

8. Would you take the BIC class again as a refresher?

	Response Count
	31
answered question	31
skipped question	0

9. Would visual multimedia be helpful during the course? Why or why not?

	Response Count
	31
answered question	31
skipped question	0

Q1. In what ways did your BIC class impress you?

1	I was glad there were so many lessons! The "new member" class at my former congregation (LCMS) was a four-hour course and there were quite a number of people who became members who didn't understand even the most basic doctrines of Christianity. So sad.	Dec 15, 2011 9:59 PM
2	Very useful and made a deep impression on me which I was able to carry forth for obtaining other knowledge through bible class studies and devotionals.	Dec 14, 2011 5:04 AM
3	its the best class we have ever had	Dec 13, 2011 8:24 PM
4	It goes in depth into what the Bible teaches as well as what our synod believes and how we interpret the Bible	Dec 8, 2011 4:26 PM
5	It was a good review for me since I have not had refresher course since 1971.	Dec 8, 2011 12:00 PM
6	Instructor's knowledge of the scriptures and how to apply it to my life.	Dec 8, 2011 6:11 AM
7	Best bible class I have ever had	Dec 7, 2011 5:50 PM
8	While still being informative, it was not boring. Honestly, I had expected it to be a tad on the dry side, but was pleasantly surprised that it wasn't.	Dec 7, 2011 3:00 PM
9	I was impressed by the real world applications that were taught during the class	Dec 6, 2011 12:25 PM
10	I liked the small group bible study feel. Attendees were free to ask and answer questions. Pastor was very informative and gracious in responses.	Dec 6, 2011 11:04 AM
11	Bible based, all questions and answers were found somewhere in the Bible	Dec 5, 2011 1:03 PM
12	It was very informational, he gave great scenarios.	Dec 5, 2011 10:07 AM
13	The volume of basic truths covered	Dec 2, 2011 9:29 AM
14	It is always good, very good, to review Bible stories, Bible lessons, Bible themes, and Biblical messages.	Dec 2, 2011 6:50 AM
15	The full understanding of the Bible.	Dec 2, 2011 5:58 AM
16	It was the first time that I heard the basic structure of how God's word is weaved thru the Bible	Dec 2, 2011 4:12 AM
17	I learned more about the Bible in 16 weeks than I had learned in 62 years in other churches.	Dec 2, 2011 2:51 AM
18	This class impressed me by how simply everything was explained and how things were explained well in detail.	Dec 1, 2011 6:00 PM
19	I was impressed by the manner in which it was taught, very casual, no-stress. It was very exciting to learn and I learned so much!!	Nov 28, 2011 4:34 PM
20	I was impressed by the fact that there are Bible passages that can clearly answer the vast majority of questions people have about how they should live their lives today, and how they can live eternity in heaven.	Nov 26, 2011 8:32 PM

Q1. In what ways did your BIC class impress you?

21	The Pastor & Vicar Schmidt were very willing to make sure we understood the classes.	Nov 26, 2011 3:59 PM
22	I felt it covered all of the essential areas thoroughly.	Nov 24, 2011 5:48 PM
23	How well the material looks, having a binder, seeing a power point on the screen, and light home work after each lesson.	Nov 23, 2011 3:19 PM
24	I got to know how much Jesus loves us, making us part of his family.	Nov 22, 2011 4:57 PM
25	RELC- the instructor was very knowledgeable and able to discuss in depth the questions we had	Nov 22, 2011 4:36 PM
26	The level of knowledge, historical perspective, and enthusiasm the Pastor brought to the class.	Nov 22, 2011 2:14 PM
27	The body of knowledge that they brought to the classes made it really easy to ask questions and get an answer right away. In almost all cases he either knew the scripture to back his answer up off the top of his head or he knew exactly where to look to find the answer.	Nov 22, 2011 8:19 AM
28	It stayed focused on the Bible and not interpreting the Bible, but understanding the words in it that aren't just ordinary words, as in "justification."	Nov 22, 2011 6:21 AM
29	I was impressed to learn all the different things that are viewed from the Lutheran (WELS) church versus the Catholic church. Also the wealth of knowledge that the instructor had about the subject.	Nov 22, 2011 6:15 AM
30	Being able to relate material to daily life. Good examples. Having the opportunity to ask questions and get answers that are not padded. Pastor and Vicar were very knowledgeable.	Nov 21, 2011 8:00 PM
31	In a handful of sessions, I learned the basics of being a WELS member AND the important points about the Bible and God's grace.	Nov 21, 2011 12:33 PM

Q2. In what ways did your BIC class disappoint you?

1	1. I would have liked more historical/scientific support for Creation rather than "we believe it because God says so." I believe God's version but I imagine that people for whom this was their first exposure to anything other than evolution would be more open to believing creation if the assertion were supported by undeniable facts. 2. We didn't sing the hymns at the end of the lessons!	Dec 15, 2011 9:59 PM
2	None of it disappointed me.	Dec 14, 2011 5:04 AM
3	none	Dec 13, 2011 8:24 PM
4	nothing I can think of off hand	Dec 8, 2011 4:26 PM
5	The class did not disappoint me. I had to miss some classes because I was gone.	Dec 8, 2011 12:00 PM
6	none	Dec 8, 2011 6:11 AM
7	I was not disappointed	Dec 7, 2011 5:50 PM
8	I wasn't disappointed	Dec 7, 2011 3:00 PM
9	I was disappointed by too many off topic discussions	Dec 6, 2011 12:25 PM
10	19 weeks is a long time for a "newcomer" to commit. It seemed like quite a burden at the time (that was 10 years ago).	Dec 6, 2011 11:04 AM
11	too long	Dec 5, 2011 1:03 PM
12	0	Dec 5, 2011 10:07 AM
13	having different teachers for some sessions. It was had to follow a different teaching style after being used to one particular person.	Dec 2, 2011 9:29 AM
14	To a life-long Lutheran (of other brands), the lessons, particularly the beginning lessons, could be somewhat overly basic. However, I understand that the lessons might involve students at any level of previous experience or study. After some thought though, those basic lessons seem to tie in later on so well to messages about the Messiah (Old Test.) or Savior (New Test.), and the need for that Savior.	Dec 2, 2011 6:50 AM
15	Nothing really	Dec 2, 2011 5:58 AM
16	It always ran over the allotted class time by 20-40 minutes. 5-10 minutes would have been ok - we had some talkers in our class.	Dec 2, 2011 4:12 AM
17	It didn't.	Dec 2, 2011 2:51 AM
18	I was not disappointed in any way.	Dec 1, 2011 6:00 PM
19	It didn't!	Nov 28, 2011 4:34 PM
20	Our BIC class was one and a half hours per week for 16 weeks, and I was disappointed that it wasn't longer. Some subjects, because of the constraints of time, could not be studied in depth.	Nov 26, 2011 8:32 PM

Q2. In what ways did your BIC class disappoint you?

21	didnt have one	Nov 26, 2011 3:59 PM
22	The class itself did not disappoint. It would be good to see more young people attending.	Nov 24, 2011 5:48 PM
23	The lessons seem to take 1.5 Hours most of the time, especially after a longer day of work - it gets to be a little tiresome.	Nov 23, 2011 3:19 PM
24	It did not dissappoint me, it was better than I thought.	Nov 22, 2011 4:57 PM
25	RELC --it did not	Nov 22, 2011 4:36 PM
26	I was not disappointed.	Nov 22, 2011 2:14 PM
27	It didn't. It seemed to be far more informative than what I remember of my classes that I took to join my Reformed Church when I was younger.	Nov 22, 2011 8:19 AM
28	None.	Nov 22, 2011 6:21 AM
29	No diappointments.	Nov 22, 2011 6:15 AM
30	None.	Nov 21, 2011 8:00 PM
31	It could have been more interactive in format.	Nov 21, 2011 12:33 PM

Q3. Describe the teaching style(s) used in the class. (Lecture? Q & A? Self-Directed? Variety?)

1	Mostly lecture, some Q & A.	Dec 15, 2011 9:59 PM
2	Lecture	Dec 14, 2011 5:04 AM
3	variety	Dec 13, 2011 8:24 PM
4	taught by the instructors with a lot of discussion and question and answer, those participating are also given home work to encourage home study	Dec 8, 2011 4:26 PM
5	We had books, sheets with Bible verses, lecture, question/answer, discussion	Dec 8, 2011 12:00 PM
6	the variety was excellent	Dec 8, 2011 6:11 AM
7	Variety of lecture and Q&A	Dec 7, 2011 5:50 PM
8	There was lecture by both pastors but we were always welcome to ask questions, so there was some Q&A as well. They also asked questions throughout their lecture.	Dec 7, 2011 3:00 PM
9	Variety	Dec 6, 2011 12:25 PM
10	NOT a lecture - that would've been bad. We had a workbook and there was a 2 page worksheet for each week. Pretty simple worksheet questions with biblical references to consider. Much more indepth Q&A during class session.	Dec 6, 2011 11:04 AM
11	Variety	Dec 5, 2011 1:03 PM
12	variety	Dec 5, 2011 10:07 AM
13	lecture and Q&A	Dec 2, 2011 9:29 AM
14	It was a good combination of Pastor-guided lectures, some back and forth questions, and homework.	Dec 2, 2011 6:50 AM
15	All Pastor would lead, and we always had time for Q&A, plus you had "homework."	Dec 2, 2011 5:58 AM
16	The style was lecture and Q&A combined. The questions were generated by the instructor - I felt like I was being led to much instead of discovering.	Dec 2, 2011 4:12 AM
17	Lecture.	Dec 2, 2011 2:51 AM
18	The class had a variety of different teaching styles. Our pastor would ask us though provoking questions and allowed us to share if we wanted, he lectured, he self-directed, he touched on all styles and I thought was very appropriate and effective.	Dec 1, 2011 6:00 PM
19	Variety. It was nice because of the variety.	Nov 28, 2011 4:34 PM
20	For our BIC, the Pastor gave a lecture for each class, however we were encouraged to ask questions at any time. In fact, much class time was spent answering student's questions and class discussions were common.	Nov 26, 2011 8:32 PM
21	I believe Q&A	Nov 26, 2011 3:59 PM

Q3. Describe the teaching style(s) used in the class. (Lecture? Q & A? Self-Directed? Variety?)

22	Variety- did readings and workbook on own and discussed sections in class.	Nov 24, 2011 5:48 PM
23	Mostly Lecture, a little Q&A, the shared reading of bible verses is fun.	Nov 23, 2011 3:19 PM
24	It was a variety of techniques, Q & A, and open question time. He did also have homework. The class resembles a bible study session.	Nov 22, 2011 4:57 PM
25	class involvement through lecture and q & a	Nov 22, 2011 4:36 PM
26	Facilitated instructor lead discussion. Some lecture, but blended nicely with facilitated discussion.	Nov 22, 2011 2:14 PM
27	It was more of an open format/variety. We went through the book as a guide and then asked any questions that we thought of during our time together or from the last session.	Nov 22, 2011 8:19 AM
28	This was a variety style class, there was lecture - where Pastor would teach us by professing - and there was Q and A - where I could ask questions and he would answer it from the bible or we would find the answer in the bible - and there were more group-hands-on teaching - where we would read passages and then take them apart in a group.	Nov 22, 2011 6:21 AM
29	This class was lead with a variety of different styles. Most days we would read passages, be taught some information on the subject and then asked questions about what we learned. There was always options open for questions and answers as well.	Nov 22, 2011 6:15 AM
30	One on one lecture with opportunity for questions and any time. Homework.	Nov 21, 2011 8:00 PM
31	Lecture, guided note-taking, guided Q&A, some discussion	Nov 21, 2011 12:33 PM

Q4. If you could change one teaching style/method of the BIC class you took, what would it be?

1	None. I like lectures.	Dec 15, 2011 9:59 PM
2	We were very satisfied with the method. It was effective.	Dec 14, 2011 5:04 AM
3	none	Dec 13, 2011 8:24 PM
4	nothing I can think of off hand	Dec 8, 2011 4:26 PM
5	More discussion	Dec 8, 2011 12:00 PM
6	The Ways the Lesson Helped me to Grow - just needed more space to write comments and could be expanded as to the choices.	Dec 8, 2011 6:11 AM
7	I wouldn't change anything. I think straight lecture would not have been beneficial, yet all Q&A tends to let people go off on a tangent.	Dec 7, 2011 3:00 PM
8	I would have enjoyed more in depth lectures/discussions	Dec 6, 2011 12:25 PM
9	I liked our format so I wouldn't change anything.	Dec 6, 2011 11:04 AM
10	questions and answers	Dec 5, 2011 1:03 PM
11	more q&a. Even if it were some questions that others had in classes before us, to bring those to our attention. sometimes someone elses questions are ours. (but too "shy" to ask)	Dec 5, 2011 10:07 AM
12	not sure	Dec 2, 2011 9:29 AM
13	Some of the back and forth questions are a bit too simple.	Dec 2, 2011 6:50 AM
14	Get rid of the Q/A and let the questions come from the class and not the instructor	Dec 2, 2011 4:12 AM
15	More illustrations.	Dec 2, 2011 2:51 AM
16	I wouldn't change anything.	Dec 1, 2011 6:00 PM
17	The only thing I can think of is I wish we could've had a little more time to cover certain topics.	Nov 28, 2011 4:34 PM
18	To include more powerpoint presentations, some videos or documentaries (particularly about daily life during Biblical times), or a historical fiction movie.	Nov 26, 2011 8:32 PM
19	Nothing, Vicar was very awesome to us!	Nov 26, 2011 3:59 PM
20	More discussion.	Nov 24, 2011 5:48 PM
21	The sections could be a little shorter in time. Keeping it 45 or a little longer is a good time.	Nov 23, 2011 3:19 PM
22	I would like to see more of the powerpoint, video's and other informational media.	Nov 22, 2011 4:57 PM
23	i wouldn't change a thing	Nov 22, 2011 4:36 PM

Q4. If you could change one teaching style/method of the BIC class you took, what would it be?

24	I would not change this style...it works very effectively with adults.	Nov 22, 2011 2:14 PM
25	I liked taking it with the other couple, it was nice to have their perspective and to hear the questions they had too, since everyone's background is so different.	Nov 22, 2011 8:19 AM
26	I liked all of it. I only wish it had lasted longer.	Nov 22, 2011 6:21 AM
27	None	Nov 22, 2011 6:15 AM
28	Add a little more self directed sections to add more familiarity to the topics.	Nov 21, 2011 8:00 PM
29	I would make it more small-group discussion or self-directed with time to take questions.	Nov 21, 2011 12:33 PM

Q5. If you could keep only one teaching style/method of the BIC class you took, what would it be?

1	Lectures.	Dec 15, 2011 9:59 PM
2	See answer to 4.	Dec 14, 2011 5:04 AM
3	wouldnt change a thinh	Dec 13, 2011 8:24 PM
4	all of it is important but in class question and answer allows for instruction and inquiry but students	Dec 8, 2011 4:26 PM
5	question/answer	Dec 8, 2011 12:00 PM
6	Verbal lecture and question/answer participation.	Dec 8, 2011 6:11 AM
7	Q & A the engagement and conversation is important to me.	Dec 7, 2011 5:50 PM
8	Lecture	Dec 7, 2011 3:00 PM
9	I would keep the Q & A	Dec 6, 2011 12:25 PM
10	Must be small group with open discussion (Q&A)	Dec 6, 2011 11:04 AM
11	self directed	Dec 5, 2011 1:03 PM
12	? Q&A	Dec 5, 2011 10:07 AM
13	the order of the classes, because they build on each other.	Dec 2, 2011 9:29 AM
14	The Lecture - just like a sermon, Bible study, or Sunday School lesson. You must talk through the message.	Dec 2, 2011 6:50 AM
15	Presentation plus Q&A	Dec 2, 2011 5:58 AM
16	Lecture	Dec 2, 2011 4:12 AM
17	Lecture	Dec 2, 2011 2:51 AM
18	If I would chose one style it would be Q & A because that is how I learn best, however, because everyone responds different I think the variety works best because a variety of people come to these BIC classes.	Dec 1, 2011 6:00 PM
19	How laid-back it was. It made it easy to learn.	Nov 28, 2011 4:34 PM
20	The lecture.	Nov 26, 2011 8:32 PM
21	To have Vicar teach us again,	Nov 26, 2011 3:59 PM
22	Discussion	Nov 24, 2011 5:48 PM
23	Variety, and shared reading of bible verses.	Nov 23, 2011 3:19 PM
24	Q & A	Nov 22, 2011 4:57 PM
25	continuous discussion and group involvement	Nov 22, 2011 4:36 PM

Q5. If you could keep only one teaching style/method of the BIC class you took, what would it be?

26	Facilitated Instructor Lead Instruction.	Nov 22, 2011 2:14 PM
27	I like the variety. Depending on the topic, it was nice to have the different approaches.	Nov 22, 2011 8:19 AM
28	The group-hands-on worked really well.	Nov 22, 2011 6:21 AM
29	I like the variety of teaching styles, keeps things more enjoyable to learn.	Nov 22, 2011 6:15 AM
30	Questions and answer	Nov 21, 2011 8:00 PM
31	It would be the guided note-taking. It's a nice resource to have even still today.	Nov 21, 2011 12:33 PM

Q6. What additional topics do you wish had been covered in your BIC class?

1	Can't think of anything else; it was pretty thorough.	Dec 15, 2011 9:59 PM
2	I believe it covered all the appropriate subjects it could and should.	Dec 14, 2011 5:04 AM
3	i guess you need to attend one to understand the best	Dec 13, 2011 8:24 PM
4	Wish we could have spent more time on the teachings of other church bodies, especially baptism and communion	Dec 8, 2011 12:00 PM
5	More prayer discussion and personal devotion instruction.	Dec 8, 2011 6:11 AM
6	I don't think there are any additional topics I would have added. Everything was very new to me and I enjoyed it all.	Dec 7, 2011 3:00 PM
7	I would have appreciated more discussion about biblical history	Dec 6, 2011 12:25 PM
8	How to go about living a Christian life. What to do when you run into trouble/sin or if you have a hurt/hangup/habit that needs addressing.	Dec 6, 2011 11:04 AM
9	Stewardship; that everything is a gift from God, and that when we give gifts of thanks we are giving to God, not a church where we decide how "our" money is spent	Dec 5, 2011 1:03 PM
10	We liked it all...and would like to know more. Not sure of specific topics.	Dec 5, 2011 10:07 AM
11	not sure about any, I think they get covered later in Sunday School	Dec 2, 2011 9:29 AM
12	I do not know. Sorry, but I have not yet finished them all.	Dec 2, 2011 6:50 AM
13	An overall walk thru the entire Bible that connects the linear history from Adam and Eve to Jesus Death and Resurrection	Dec 2, 2011 4:12 AM
14	Can't think of any.	Dec 2, 2011 2:51 AM
15	I wished the topic of visual things in the church were covered more because I didn't get a better understanding until we had a Bible study on things like that.	Dec 1, 2011 6:00 PM
16	Can't think of any	Nov 28, 2011 4:34 PM
17	I would have liked a class on Martin Luther's life and his most influential writings. I also would have enjoyed learning the history and words of some Lutheran hymns.	Nov 26, 2011 8:32 PM
18	none	Nov 26, 2011 3:59 PM
19	Cannot recall- but remember feeling it covered all of the essential topics.	Nov 24, 2011 5:48 PM
20	We are not finished yet, so we will see.	Nov 23, 2011 3:19 PM
21	I would like to know a litte more about the WELS leadership structure and how it relates to each church since I came from the Catholic religion.	Nov 22, 2011 4:57 PM
22	n/a	Nov 22, 2011 4:36 PM

Q6. What additional topics do you wish had been covered in your BIC class?

23	Can't think of any.	Nov 22, 2011 2:14 PM
24	I can't think of anything.	Nov 22, 2011 8:19 AM
25	I wish that we had talked about homosexuals a bit more.	Nov 22, 2011 6:21 AM
26	None	Nov 22, 2011 6:15 AM
27	Nothing specific.	Nov 21, 2011 8:00 PM
28	?	Nov 21, 2011 12:33 PM

Q7. What was your favorite illustration/analogy from your BIC class?

1	Hmmm.	Dec 15, 2011 9:59 PM
2	The one Pastor Graham gave about the little boy opening all the gifts ahead of time and ruining the surprises. The analogy was to pre marital sex. This was just one of many favorites.	Dec 14, 2011 5:04 AM
3	all	Dec 13, 2011 8:24 PM
4	I don't know that I have a favorite.	Dec 8, 2011 12:00 PM
5	You look goooood!	Dec 8, 2011 6:11 AM
6	Most illuminating to me was the discussion of the first 3 chapters of Genesis. I did not realize the depth of information in those chapters.	Dec 7, 2011 5:50 PM
7	I honestly can't remember any specific ones.	Dec 7, 2011 3:00 PM
8	Means of Grace explained as gifts, instead of ways to salvation	Dec 6, 2011 12:25 PM
9	There was an illustration in the workbook on the trinity. I think it's the same one as used in the small catechism book (blue).	Dec 6, 2011 11:04 AM
10	someone gives you a present; it is yours; you can keep it or reject it. you don't buy it and you don't ask for it. That is God's gift to us. Salvation. We can accept (believe) or reject (deny); we can't buy it, nor can we ask for it. It is ours through Christ.	Dec 5, 2011 1:03 PM
11	We definately liked and learned from all of the analogies.	Dec 5, 2011 10:07 AM
12	the day of atonement, because other denominaitons do not explain old testament Jewish traditions and their importance to the context of the accounts in the Bible	Dec 2, 2011 9:29 AM
13	The constant reminder of the direction of God's grace: From God, To Us.	Dec 2, 2011 6:50 AM
14	The sin from us to Jesus on the cross and His perfect life to us	Dec 2, 2011 5:58 AM
15	What struck me the most was that you either believe in the entire Bible or you don't really believe in any of it...you can't pick and choose what you like to believe. I think parts of the videos from the guy who made the Creation Museum(can't recall his name) would be a good addition to the class.	Dec 2, 2011 4:12 AM
16	It's been too long, I can't remember any one specifically.	Dec 2, 2011 2:51 AM
17	I cannot pick a favorite.	Dec 1, 2011 6:00 PM
18	The things that were in the "What happens when you die" section.	Nov 28, 2011 4:34 PM
19	My favorite illustration was the timeline of the Bible.	Nov 26, 2011 8:32 PM
20	We had lots of good ones	Nov 26, 2011 3:59 PM
21	cannot recall a specific	Nov 24, 2011 5:48 PM

Q7. What was your favorite illustration/analogy from your BIC class?

22	So far it has been what Jesus Christ did to save us and how he is exulted into Glory.	Nov 23, 2011 3:19 PM
23	The Bridge, (last page in 301 course binder). It is the bridge between us and God over death.	Nov 22, 2011 4:57 PM
24	rising of the dead at Christ's return	Nov 22, 2011 4:36 PM
25	All were great, I did not have a favorite.	Nov 22, 2011 2:14 PM
26	There were so many of them, it is hard to pick a favorite. Vicar and Pastor were both very good at using analogies and stories from their backgrounds to help us get the lesson and relate it to our own lives.	Nov 22, 2011 8:19 AM
27	I can't think of anything right now.	Nov 22, 2011 6:21 AM
28	Gods great exchange	Nov 21, 2011 8:00 PM
29	I liked the discussion we had about the trinity. We tried to come up with an analogy, but we were unsuccessful.	Nov 21, 2011 12:33 PM

Q8. Would you take the BIC class again as a refresher?

1	Yes, but I'd probably wait a few sessions so as not to seem silly or to seem as though I didn't think Pastor did a good job, because he did.	Dec 15, 2011 9:59 PM
2	Yes. It was very thought provoking and valuable.	Dec 14, 2011 5:04 AM
3	yes	Dec 13, 2011 8:24 PM
4	yes	Dec 8, 2011 4:26 PM
5	Absolutely	Dec 8, 2011 12:00 PM
6	I have	Dec 8, 2011 6:11 AM
7	Yes	Dec 7, 2011 5:50 PM
8	Yes	Dec 7, 2011 3:00 PM
9	Yes	Dec 6, 2011 12:25 PM
10	Yep	Dec 6, 2011 11:04 AM
11	probably	Dec 5, 2011 1:03 PM
12	Absolutely!!!	Dec 5, 2011 10:07 AM
13	Yes I have taken it 4 times	Dec 2, 2011 9:29 AM
14	Yes, but it might be a while, as our family and extended families have taken a number of them at several different churches in the past year or two. (We compare notes.)	Dec 2, 2011 6:50 AM
15	Maybe	Dec 2, 2011 5:58 AM
16	If it was given in a different format I would take it again	Dec 2, 2011 4:12 AM
17	Yes, I plan to.	Dec 2, 2011 2:51 AM
18	Yes! There are so many vital things that we went over but I don't have fast recall on.	Dec 1, 2011 6:00 PM
19	Yes	Nov 28, 2011 4:34 PM
20	Most certainly yes. In fact, I have taken our BIC class three times in the last year.	Nov 26, 2011 8:32 PM
21	yes	Nov 26, 2011 3:59 PM
22	Yes.	Nov 24, 2011 5:48 PM
23	Sure	Nov 23, 2011 3:19 PM
24	Yes. I think it would be a great thing to do.	Nov 22, 2011 4:57 PM
25	yes	Nov 22, 2011 4:36 PM

Q8. Would you take the BIC class again as a refresher?

26	Yes!	Nov 22, 2011 2:14 PM
27	I can see taking it again down the road.	Nov 22, 2011 8:19 AM
28	I would! I loved it! It was so refreshing after coming out of a Methodist church where they cared less about scripture and more about interpretation.	Nov 22, 2011 6:21 AM
29	Maybe, depends on the time and days.	Nov 22, 2011 6:15 AM
30	yes	Nov 21, 2011 8:00 PM
31	Yes, I would, especially if I had a friend who was becoming a member and was planning to take the course.	Nov 21, 2011 12:33 PM

Q9. Would visual multimedia be helpful during the course? Why or why not?

1	Probably. Reason: most people are "visual" and understand better when shown something rather than only being told. However, I have no idea what types of aids would be helpful.	Dec 15, 2011 9:59 PM
2	I suppose it usually adds but not really needed.	Dec 14, 2011 5:04 AM
3	we had visual multimedia	Dec 13, 2011 8:24 PM
4	yes for better illiustration	Dec 8, 2011 4:26 PM
5	Yes - that is the current trend and what the younger generation uses.	Dec 8, 2011 12:00 PM
6	Could be useful to have some of the illustrations available. If you mean have a cd to use for study instead of the book, I prefer the notebook.	Dec 8, 2011 6:11 AM
7	Discussion was most important to me, to ensure I understood the point. No need for extra visual media.	Dec 7, 2011 5:50 PM
8	No. I think multimedia may have been too much for this type of class and would have taken away from the spoken material.	Dec 7, 2011 3:00 PM
9	It was used and yes, it was helpful.	Dec 6, 2011 12:25 PM
10	We didn't have visual multimedia (powerpoint, videos, etc.). If the visuals would've lead to a more lecture type instruction (less Q&A), I don't think that would be helpful. If they were used to re-enforce a concept similar to the illustrations in the small catechism, I think that would be helpful.	Dec 6, 2011 11:04 AM
11	not really sure; I took confirmation classes quite a long time ago, but with modern technology, people tend to learn and understand differently.	Dec 5, 2011 1:03 PM
12	Possibly, It's nice to place the visual with the lesson.	Dec 5, 2011 10:07 AM
13	yes, because it's hard to visualize some things discussed in the lessons. As specially if you did not grow up in the church. It is easier if there is a picture, artist rendition, or movie clip to understand size an perspective of some things in the Word. For example the size of old testament alters or the locations of things. It's better to have a picture reference than trying to imagine what it was like.	Dec 2, 2011 9:29 AM
14	To a degree, yes. However I do not see how the subjects can do without the core message in a lecture form. Two Warnings: 1) Never turn down the lights to make sure a Power Point program is more easily seen, or your students will nap. 2) Be careful in your use of graven images :)	Dec 2, 2011 6:50 AM
15	Yes I learn from visual event	Dec 2, 2011 5:58 AM
16	Short videos would be good to give short breaks in the action and generate more questions	Dec 2, 2011 4:12 AM
17	Yes, It would provide a break in lectures, which seems to give my mind a jolt from possible boredom.	Dec 2, 2011 2:51 AM
18	No, not for me because I cannot focus very well with things like that. It does not fit my learning style, but again, it might work for someone else.	Dec 1, 2011 6:00 PM

Q9. Would visual multimedia be helpful during the course? Why or why not?

19	Not necessary. Things were very easy to understand.	Nov 28, 2011 4:34 PM
20	Yes, I think multimedia would be helpful, particularly for complicated lessons such as the history of the Bible. It would also help to see a visual account of subjects such as judgement day.	Nov 26, 2011 8:32 PM
21	I believe it could be in some way, i , myself can remember things myself as visual!	Nov 26, 2011 3:59 PM
22	Yes- and was included in the course I took (powerpoint).	Nov 24, 2011 5:48 PM
23	It already is being use I believe, the power point slides.	Nov 23, 2011 3:19 PM
24	Yes, see # 4 above. I think it is easier for me (as a guy) to learn when I see things visually.	Nov 22, 2011 4:57 PM
25	with an engaging speaker all that is required is a white board and worksheets	Nov 22, 2011 4:36 PM
26	Yes, some multimedia and video clips could be helpful and useful. Everyone has different learning styles and visual multimedia could augment.	Nov 22, 2011 2:14 PM
27	There was powerpoint, and it was very nice to have those visual images to help the other information sink in.	Nov 22, 2011 8:19 AM
28	I think it would be, except maybe not in the case of power point slides. As I recall, we used some of those in our class and they do work, but they get a bit tiring for the eyes. I think that visuals, small videos and other would effective enhance the class, but they shouldn't be used more than the original methods. That hands on work is where I felt that I learned the most.	Nov 22, 2011 6:21 AM
29	No, I think it would take away from reading the bible and hearing God's word.	Nov 22, 2011 6:15 AM
30	We had powerpoints with some minimum animation. This was very helpful.	Nov 21, 2011 8:00 PM
31	Yes, it would help. Watching something like Road to Emmaus would have been a good way to teach content but vary up the style.	Nov 21, 2011 12:33 PM

1. Do you use a published BIC or have you created your own?

	Response Count
	19
answered question	19
skipped question	1

2. If you use a published BIC, which one do you use?

	Response Count
	13
answered question	13
skipped question	7

3. If you use a published BIC, have you adapted it to your own teaching style and method? If so, describe how?

	Response Count
	14
answered question	14
skipped question	6

4. Describe your teaching style(s). (Lecture? Group Work? Q&A? Self-Directed? Combination?)

	Response Count
	20
answered question	20
skipped question	0

5. If you could change one aspect of the BIC class you teach, what would it be?

	Response Count
	18
answered question	18
skipped question	2

6. If you could keep only one aspect of the BIC class you teach, what would it be?

	Response Count
	18
answered question	18
skipped question	2

7. Do you have any illustrations/analogies that seem to be particularly effective? If so, share as many as you like.

	Response Count
	14
answered question	14
skipped question	6

8. Are there any particular methods of teaching that you find work better to communicate a lesson to a certain demographic? (youth, elderly, middle-aged, specific culture, etc.)

	Response Count
	17
answered question	17
skipped question	3

9. Do you find your class resources (materials, PowerPoint's, etc.) to be lacking, sufficient or superb? Why?

	Response Count
	19
answered question	19
skipped question	1

10. As you prepare for your class, have you dreamed up any "ideal" resources that you don't have the capabilities/time to produce? If so, describe them.

	Response Count
	18
answered question	18
skipped question	2

Q1. Do you use a published BIC or have you created your own?

1	Created own	Dec 12, 2011 2:28 PM
2	One that was Created by Pastor Kock	Dec 8, 2011 4:35 PM
3	I use Eickmann's "The Wonders of God," but am very free when teaching it.	Dec 7, 2011 9:34 AM
4	Created my own	Dec 6, 2011 10:24 AM
5	Both, but my class wasn't anything special when compared to what's out there.	Dec 6, 2011 9:07 AM
6	Published	Dec 6, 2011 7:55 AM
7	my own	Dec 5, 2011 12:00 PM
8	Used Pastor Kock's	Dec 2, 2011 6:03 AM
9	Created my own	Dec 1, 2011 6:55 PM
10	Published	Nov 29, 2011 11:13 AM
11	Published/Tweaked	Nov 28, 2011 11:57 AM
12	I used to use "New Life in Christ" but now I use my own (the last 7 years). I've also used "Growing in Hope" by Tom Koch	Nov 23, 2011 8:40 AM
13	Published	Nov 22, 2011 2:04 PM
14	Published	Nov 21, 2011 8:02 PM
15	Created my own adapted from a BIC written by John Parlow which was adapted from Bivens/Valleskey's "New Life In Christ"	Nov 21, 2011 12:11 PM
16	I use a BIC developed by another WELS pastor...it is very similar to Valleskey/Bivens New Life in Christ.	Nov 21, 2011 10:51 AM
17	I use Jon Hein's course and have edited a few lessons. I divided into 3 parts: Bible 101 which is 4 lessons and goes through sin, grace, faith, works. Then Bible 201 which is 6 lessons. Then Bible 301 which is 8 lessons. People only have to committ to Bible 101 so it's just 4 weeks. Most people then voluntarily want to continue with 201 and 301.	Nov 21, 2011 10:16 AM
18	published	Nov 21, 2011 9:39 AM
19	I used a classmate Jon Heins	Nov 21, 2011 9:35 AM

Q2. If you use a published BIC, which one do you use?

1	NA	Dec 12, 2011 2:28 PM
2	n/a	Dec 6, 2011 10:24 AM
3	New Llife in Christ, Basic Bible Christianity, and Communicating Christ (both the old and new)	Dec 6, 2011 9:07 AM
4	New Life in Christ or Four Key Concepts/Faith Builders	Dec 6, 2011 7:55 AM
5	--	Dec 5, 2011 12:00 PM
6	Basic Bible Christianity - Jon Buchholz	Nov 29, 2011 11:13 AM
7	Vary the following classes: "Faith Builders" "Growing in Hope" and "God's Answers to Life's Big Questions"	Nov 28, 2011 11:57 AM
8	New Life in Christ.	Nov 23, 2011 8:40 AM
9	We adapted Sorum & Moore's "God's Answers To Life's Big Questions"	Nov 22, 2011 2:04 PM
10	I mainly use New Life in Christ but have also used The wonders of God and By Grace Alone; Luther's Catechism (course by Pastor David Clark)	Nov 21, 2011 8:02 PM
11	Again, similar to New Life in Christ	Nov 21, 2011 10:51 AM
12	I looked through every single published BIC before I started 5 years ago and though they all had a lot of weaknesses--especially for using them with people brand new to Christianity.	Nov 21, 2011 10:16 AM
13	By Grace Alone	Nov 21, 2011 9:39 AM

Q3. If you use a published BIC, have you adapted it to your own teaching style and method? If so, describe how?

1	NA	Dec 12, 2011 2:28 PM
2	I use the Scripture sections Eichmann chooses, but present those passages in my own way. This is obviously what Professor Eichmann anticipated would be done when his course what taught. He does very little "proof-texting."	Dec 7, 2011 9:34 AM
3	n/a	Dec 6, 2011 10:24 AM
4	Yes, produced PowerPoint material for New Life in Christ. Changed the format of the Basic Bible Christianity PowerPoint slides, added more pics and added more illustrations.	Dec 6, 2011 9:07 AM
5	No adaptations	Dec 6, 2011 7:55 AM
6	--	Dec 5, 2011 12:00 PM
7	Yes - I have adapted the power point illustrations to be current to my members.	Nov 29, 2011 11:13 AM
8	Yes - I use more level 3 and 4 questions which aren't dependant on historical knowledge, but allow the class participants to actively engage in the class - i.e. when speaking of God's protection through angels, I might ask for "angel stories" from the class. When talking about the fall into sin and it's effects, I might ask them to brainstorm and describe what your life would be like in a perfect world. In short, I try to ask as many questions as I can that don't have "wrong" answers which make people afraid to participate.	Nov 28, 2011 11:57 AM
9	When I used NLIC, I certainly adapted it, mainly in my illustrations/applications.	Nov 23, 2011 8:40 AM
10	Adapted it for the internet online class	Nov 22, 2011 2:04 PM
11	The lessons are on Power Point and I find myself regularly modifying and updating them. I have photocopied and included the diagrams from "Kuske's" catechism to review and summarize things. I have also used a couple of video clips (e.g. Blue-fish's "The First Argument" in teaching the Fall into Sin..	Nov 21, 2011 8:02 PM
12	Yes, it includes fuller woksheets and develops reading in the Old Testament	Nov 21, 2011 10:51 AM
13	Yes, added handouts, extra Bible passages to look up, etc.	Nov 21, 2011 9:39 AM
14	I tweaked it and toned it down so that it wasn't soooo long.	Nov 21, 2011 9:35 AM

Q4. Describe your teaching style(s). (Lecture? Group Work? Q&A? Self-Directed? Combination?)

1	Primarily lecture with encouraged discussion	Dec 12, 2011 2:28 PM
2	Lecture, along with question and answer after students had previously studied the lesson	Dec 8, 2011 4:35 PM
3	Lecture and Discussion. I find doing "group work" wastes an enormous amount of time that needs to be used to share the Scriptures' view of life with the participants.	Dec 7, 2011 9:34 AM
4	For BIC, I tend to use more lecture because participants aren't as versed in the Bible. But I attempted to use charts and other visual tools in my self-made BIC to help the learning process of students. Outside of BIC I use a combination of lecture and Q&A. I'd like to use more break-out group work in class but I often run out of time (due to active class discussion -- so I don't mind that we don't often get around to smaller group discussion).	Dec 6, 2011 10:24 AM
5	Lecture, Q&A and Group/Guided Discussion	Dec 6, 2011 9:07 AM
6	Combo: Bible work and Q & A	Dec 6, 2011 7:55 AM
7	students read lesson prior to class - class is weighted toward lecture but includes free discussion	Dec 5, 2011 12:00 PM
8	Combination I talk and interact with the group. I really like Q&A	Dec 2, 2011 6:03 AM
9	Mostly q and a. Quite a bit of lecture	Dec 1, 2011 6:55 PM
10	All - I would describe my teaching style to be a combination of lecture, group work with Q&A built in.	Nov 29, 2011 11:13 AM
11	It really depends on the class - "God's Answers" has much more lecture. "Growing in Hope" is almost all Q and A. All have self-directed learning in the form of home work. I would say that my style is a mixture of the first three you listed.	Nov 28, 2011 11:57 AM
12	Some lecture, but mainly Q&A and a little self-directed.	Nov 23, 2011 8:40 AM
13	Our whole BIC Class is online - so no one teaches it per se	Nov 22, 2011 2:04 PM
14	Combination. We read the passages, narrow the scope, offer illustrations, invite questions. There is homework for BIC.	Nov 21, 2011 8:02 PM
15	Lecture and Q & A	Nov 21, 2011 12:11 PM
16	Lecture with Q and A	Nov 21, 2011 10:51 AM
17	Almost all of my classes are in groups of 4-6 people because it's so hard to get people together otherwise due to schedules. Probably because of the small group setting it's more what I'd call conversational teaching where we just talk it out back and forth as we go through the worksheets however it works best with the individuals in the group. There is homework when we get to Bible 301 so students are expected to come with the questions completed. Basically in Bible 101 they have all the passages printed out for them but by 301 they are looking up the passages themselves and spending time in the Word, writing in	Nov 21, 2011 10:16 AM

Q4. Describe your teaching style(s). (Lecture? Group Work? Q&A? Self-Directed? Combination?)

highlighting it, etc.

18	Discussion/Q&A	Nov 21, 2011 9:39 AM
19	Combo of all	Nov 21, 2011 9:35 AM
20	what about multiple choice for this with an other option where they can fill in their own answer?	Nov 17, 2011 7:32 PM

Q5. If you could change one aspect of the BIC class you teach, what would it be?

1	Not sure I would change anything.	Dec 12, 2011 2:28 PM
2	I presume you are asking about aspects of the class that can't be changed by the teacher. If you can change them, do so. I wish I had more time. I wish I had more insight into where the various people are coming from, so I could connect their lives with the Word of God we are studying more effectively. I wish that I could eliminate the consumer point of view of American people, who tend to view a church as a spiritual Walmart, instead of a group of sinners whom the Lord has made into his own body.	Dec 7, 2011 9:34 AM
3	Putting the lessons in a new order. Bible first, law and gospel second, then the remainder of the lessons. Most people I instruct (I'm outside the Midwest) don't have a clue about Scripture, and they wonder why the Bible should be treated differently than the Koran, the Book of Mormon, etc. So putting a lesson on the Bible itself up front would address those questions and lead in nicely to the second lesson on the main messages of the Bible, law and gospel.	Dec 6, 2011 10:24 AM
4	PowerPoint to include more visuals, pictures and illustrations, include video of worship, baptism, Lord's Supper, include video illustrations for doctrinal concepts (someone being sentenced and then that same individual being released--for example), maybe even case studies or people discussing the main points of the lesson (something similar to Communicating Christ, but with the folks doing the talking).	Dec 6, 2011 9:07 AM
5	More technology included	Dec 6, 2011 7:55 AM
6	I would get it into a room that is conducive for adult education and I might think about some homework materials	Dec 5, 2011 12:00 PM
7	Shorter	Dec 2, 2011 6:03 AM
8	Would love it to be a bit shorter! But, so hard to decide what to NOT teach people	Dec 1, 2011 6:55 PM
9	I would teach Conversion before the Sacraments.	Nov 29, 2011 11:13 AM
10	The look of the materials...yes, I know that I could change them and it is a project that I intend to get to...unless you beat me to the punch.	Nov 28, 2011 11:57 AM
11	Ways to touch the heart a little more. Having the adult class in powerpoint with imbedded illustrations, especially those that touch the heart.	Nov 23, 2011 8:40 AM
12	Nothing	Nov 22, 2011 2:04 PM
13	Try to find a way to have more people taking it once as this can sometimes solicit more discussion. As far as teaching goes - having Good illustrations is always welcomed. One more might be some more basic information on what other denominations believe above a doctrine.	Nov 21, 2011 8:02 PM
14	Use some more visuals	Nov 21, 2011 12:11 PM
15	none	Nov 21, 2011 10:51 AM
16	Incoporate more multimedia: videos, graphics, images, etc. Have it online so	Nov 21, 2011 10:16 AM

Q5. If you could change one aspect of the BIC class you teach, what would it be?

people can review or catch up if they miss.

17	I recently have been spending more time teaching Lutheran worship principles and practice as well giving great emphasis to the sacraments and our unique position as one of few to administer them properly.	Nov 21, 2011 9:39 AM
18	I'd put it on powerpoint	Nov 21, 2011 9:35 AM

Q6. If you could keep only one aspect of the BIC class you teach, what would it be?

1	Just the joyous and gracious privilege to have opportunity to see the Spirit work.	Dec 12, 2011 2:28 PM
2	question and answer	Dec 8, 2011 4:35 PM
3	The genius of Eickmann's approach is that it is not a theological study of the Scripture. It flows out of the story of salvation that is there. Most WELS BIC outline are way to theological, which gives the impression that the Bible is a source book we use to present our view of our relationship with God. They also then fall way too often into the "proof text" approach to Scripture.	Dec 7, 2011 9:34 AM
4	I end most lessons with a short "connection" between what we learned in class and what we do in worship on Sunday mornings. That has been especially helpful for new members. They immediately see the "why" behind the "what" of Lutheran worship. If I can add a second aspect, it would be that I try to teach most concepts by using a major story/section in the Bible first; then I add some extra "proof passages" later. This helps people to become familiar with both doctrine and Bible content, both of which are usually lacking for non-member BIC participants.	Dec 6, 2011 10:24 AM
5	My reworked PowerPoint material.	Dec 6, 2011 9:07 AM
6	combination of lessons and presentation files	Dec 5, 2011 12:00 PM
7	Great Exchange	Dec 2, 2011 6:03 AM
8	Using longer segments of the Bible to teach truths, not simply pulling out sedes doctrinae passages.	Dec 1, 2011 6:55 PM
9	The Appendix at the end that allows prospects to take additional information that we don't necessarily have time to discuss in class on important topics.	Nov 29, 2011 11:13 AM
10	topical approach to doctrine	Nov 28, 2011 11:57 AM
11	God's Word (specifically, using larger sections of Scripture to introduce the concept and other verses to supplant the main truth or introduces other supplementary truths.	Nov 23, 2011 8:40 AM
12	The fact that it is online and work at your own pace.	Nov 22, 2011 2:04 PM
13	Homework - so that I can follow-up with them to see if they have understood the content. New Life in Christ keeps coming back over and over again that the only way to heaven is what Christ did.	Nov 21, 2011 8:02 PM
14	The use of discussion questions to increase participation	Nov 21, 2011 12:11 PM
15	Read it out of the Bible	Nov 21, 2011 10:51 AM
16	Starting out with the basics of sin, grace, faith, and works for a month before tackling issues like inspiration and creation. My experience is that not only does this give the Holy Spirit the opportunity to create faith in Christ to believe things required by faith, but it gives people a chance to get comfortable and trust the teacher before tackling controversial issues.	Nov 21, 2011 10:16 AM
17	I love the true/false questions and the discussions that comes about.	Nov 21, 2011 9:39 AM

Q6. If you could keep only one aspect of the BIC class you teach, what would it be?

18 The Q and A and interaction

Nov 21, 2011 9:35 AM

Q7. Do you have any illustrations/analogies that seem to be particularly effective? If so, share as many as you like.

1	Use many ministry examples and stories. Too many to list.	Dec 12, 2011 2:28 PM
2	<p>The second chapter of "The Wonders of God" is about the fall into sin and the promise of the Savior. I tell the class at the end of the first class that next week we will be studying the most important chapter of the Bible--Genesis 3. I believe this chapter is the foundation of Genesis (chapters 1 and 2 are prologue to the beginning of the real story of Genesis) and of the entire Bible. This chapter show that salvation is utterly and completely the work of God. At the beginning of the study I ask the class members to write down as we go along during the evening what specific part or parts Adam and Eve play in the outcome of the chapter, which begins with the Fall and ends with the restoration of fellowship. During the study I point out that Adam and Eve were not worried about nakedness between a man and a woman, but being naked before God. Just before beginning God's saving action, I put a simple line drawing of a road across the white board with stick figures of Adam and Eve on the road at the left and title it life. In the middle I show a fork in the road going down and to the right and title it death. This gives me the chance to talk about freedom of the will. They chose death; and I draw an arrow indicating that they have taken that road. I then ask the class what Adam and Eve should do to correct the problem. Visually someone will say they should turn around and get back on the road of life. I then draw all kinds of squiggly lines down from the road of life to the bottom of the board to visually give the impression that the road of life goes next to a cliff, so a turn on the road of death cannot be reversed by Adam and Eve. This then is my introduction to God's salvation. Adam and Eve (and we) cannot save ourselves. God has to come into our world, join himself to the human race, and rescue us, but suffering the death we deserved, rising to life, and restoring us to life, since in baptism we are joined with Jesus in death and life. I go through the promise to send the Woman's Seed to crush Satan. I point out also that those words of promise are not even spoken to Adam and Eve, but to Satan. Adam and Eve are simply bystanders while God accomplishes salvation. I use the results of their sin described in the chapter to point out how serious sin is. Even God can't magically wish it away. I describe how shocking it must have been for Adam and Eve, who had never seen death, to see God kill animals so that their pathetic attempts at covering their nakedness before God could be covered by the death of a substitute. I also point out in the story of Cain and Abel that Cain's sacrifice was not rejected merely because his heart was not right, but because he did not bring a blood sacrifice. "If you DO what is right, will you not be accepted?" Many disagree with the previous two points, believing that God supplied better clothes for Adam and Eve because he is a gracious haberdasher and that blood sacrifice is not the main point. To each his own. At the end of the class I ask people what they put down as Adam and Eve's contribution to their salvation. The pages are blank, of course. In talking about free will I also have the opportunity to point out that those who reject infant baptism do so because they believe that people are born with freedom of the will. The Bible establishes these theological points at the very beginning of the story of salvation. Following a biblical narrative approach, as Eickmann does, is superior in my opinion than a theological approach, which is structured by the author of the BIC course and/or the teacher.</p>	Dec 7, 2011 9:34 AM
3	<p>I often begin lessons in an inductive way with an illustration that leads into the main point. That seems to resonate with people. Just two examples: 1. I start the lesson on Baptism with a discussion of what a Sacrament is. I describe how a husband shows love to his wife in multiple ways (words, cards, wedding ring --</p>	Dec 6, 2011 10:24 AM

Q7. Do you have any illustrations/analogies that seem to be particularly effective? If so, share as many as you like.

a one-time gift, flowers -- a reoccurring gift) and then draw comparisons to the way God shows his love and grace to us in the Means of Grace (read Word, spoken Word, the one-time gift of Baptism, the reoccurring gift of the Lord's Supper). That helps to address the question about why God gave us the Sacraments if we already have the Word. 2. For the lesson on fellowship, I talk about how important it is to drink pure, clean water. If given the choice between a glass of purified water vs. a class of water with dirt or some other "suspect substance" in it, we would go for the pure glass in an instant. The same is important for nourishing our souls. We want the purest nourishment possible. That helps to deal with questions about why we're not in church fellowship with groups outside our circles.

4	--	Dec 5, 2011 12:00 PM
5	Toilet bowl cleanser in milk - illustrates false teaching being mixed with truth. No one would drink milk with toilet bowl cleanser in it. Why would we want the spiritual equivalent? To illustrate Romans 12:1 "in view of God's mercy" I have sunglasses with crosses on them. Christian living is looking through the cross and then saying "thank you" to God. To illustrate "every inclination of heart evil from childhood," I pick up a table, make an incline. Let a book slide down it, illustrating the heart which always slides towards evil. "Dead Fred" to illustrate Eph 2:1	Dec 1, 2011 6:55 PM
6	No off hand, most come when I am actually teaching the lesson or in preparation.	Nov 29, 2011 11:13 AM
7	I've shared some with you in the past - I'll have a beer with you and walk you through the lessons and give you the ones I like best...sorry, lazy answer.	Nov 28, 2011 11:57 AM
8	Wow. Loaded question, since there are many and it's hard to convey in this format. I like the "Creation Star"; the "Tightrope walker"; "Forgiveness sealed off"; "Infected water"; Conan the Barbarian and the power of words; Coveting and the Silence of the Lambs (although both are becoming dated); Britany Spear (or OJ Simpson) and a good name; Terri Shaivo and end of life issues. These are some that come to mind.	Nov 23, 2011 8:40 AM
9	It is interactive and there are video illustrations	Nov 22, 2011 2:04 PM
10	Sanctification = I have cup of writing utensils and I take one out and set it apart from the rest. - the H.S. sets us apart from the rest of the unbelieving world. Weak Faith and Strong Faith - I will take a pen and say pretend this pen if your faith (the most valuable possession you have) and you don't want it break or fall off the table. I then set the pen in the middle of the table - that is like strong faith - it is resting on a solid foundation. I then place the pen so part of it hangs over the edge of the table - that is like weak faith - it is technically still on the table - but there is greatest blessing in having it in the middle of the table (strong faith) vs the edge of the table (weak faith) where it is closing to falling.	Nov 21, 2011 8:02 PM
11	Jesus paid for the sins of the whole world but if a person rejects Him they will not receive the benefit of what He did (ILL - If I tell this entire class that I have purchased each of you a ticket for Busch Gardens and the ticket is waiting at the ticket window but you don't believe me you can try to enter the park but won't be	Nov 21, 2011 12:11 PM

Q7. Do you have any illustrations/analogies that seem to be particularly effective? If so, share as many as you like.

allowed in, not because I didn't actually buy your ticket but because you did not believe me.) At the start of the first class I ask them to each write down the greatest song of all time. Then I hold up a jar of candy and ask them to write down how many pieces of candy are in the jar. We have fun going around and listening as each person shares their choice of best song ever and their guess about the candy. Then I ask them what the difference is between the two questions. One is objective and one is subjective. I then explain that theology is the study of God and ask whether theology is more like the first question or the second. The point is that theology is objective truth and that is what we will be studying in the class. When teaching conversion and discussing the error of Arminianism I ask someone in the class why he chose his parents. They always laugh and say that they didn't. I point out that the same is true about our heavenly Father and that the Bible even calls it being "born again" for this reason.

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| 12 | Lots of them, here's one: Conversion: dinner is cooked in the kitchen, but the kitchen didn't cook dinner (conversion takes place in the location of my head/heart, but that doesn't mean the location makes it happen...the cook (HS) comes in and creates the feast of faith for me. | Nov 21, 2011 10:51 AM |
| 13 | Wow...that would take a while...but in general nothing beats the succinct telling of Bible stories in a memorable way: such as with Jesus' parable of the Prodigal son and his older brother, the Workers in the Vineyard, the Jailor at Philippi, etc. I always tell my own personal story of how I used to doubt the Bible when I was in high school but I found there are honest answers to all the questions that I had. People really connect to that because everyone is skeptical of the Bible. They think it's just myths. And to be honest that I once struggled with that but found answers is huge. One of my favorite videos to teach grace is: http://www.youtube.com/watch?v=XrLzYw6ULYw It's videos like that that I most wish I could incorporate more. | Nov 21, 2011 10:16 AM |
| 14 | Drawing the "in Christ" circle on the whiteboard and reminding students what it means to be "in Christ" seems particularly helpful for emphasizing grace and our standing with God. | Nov 21, 2011 9:39 AM |

Q8. Are there any particular methods of teaching that you find work better to communicate a lesson to a certain demographic? (youth, elderly, middle-aged, specific culture, etc.)

1	I do find that teens tend to struggle with our lecture methods.	Dec 12, 2011 2:28 PM
2	I believe that everyone in the class needs to become or continue to be acclimated to God's chosen method of communication: words.	Dec 7, 2011 9:34 AM
3	The younger the group, the more visual one needs to be (charts/diagrams, pictures, etc.). The older the group, the more they tend to like lecture.	Dec 6, 2011 10:24 AM
4	My youth group can't wait for the next video to come along, but they also do well with guided discussion. They like screen time and sharing their opinions I have found every age group will follow a PowerPoint, yes, even the business professional and student that "get it all week long at work or school." As long as it's good in content and full of purposeful pics/video, they're there.	Dec 6, 2011 9:07 AM
5	not really	Dec 5, 2011 12:00 PM
6	Older: Lecture plus discussion Younger: Power point etc	Dec 2, 2011 6:03 AM
7	I find that education level tends to be more of a defining issue than age. The more highly educated the person is, the more they're able to handle more thought-provoking questions. Lesser educated people tend to need more "pictures" and illustrations.	Dec 1, 2011 6:55 PM
8	I find that a well balanced use of lecture, group work, power point, Q&A help most people learn the important truths at hand despite their demographic. Although, I would adapt my illustrations to be more applicable. I feel this way because all people despite demographic learn differently which is why I typically try to engage each prospect in each lesson with all three styles.	Nov 29, 2011 11:13 AM
9	In general, the people in a BIC class are fairly motivated to learn - I'm not sure one style is better than others even among the age groups. I think the think people don't like is "boring." With that as my assumption, I try to make use of a variety of styles.	Nov 28, 2011 11:57 AM
10	Role playing seems to catch the youth classes attention. Comparisons to adult/children relationships work well with adults/parents. For those a little older and around the block a few times, just digging into the Word itself means more to them. (They've heard the stories; they want proof.)	Nov 23, 2011 8:40 AM
11	No	Nov 22, 2011 2:04 PM
12	It vital to use the Word of God. After every BIC I ask students to offer evaluation. Virtually everyone states - "Whenever I had a questions, the first words out of your mouth we usually, "Let's see what the Bible says about that."	Nov 21, 2011 8:02 PM
13	The methods I'm using seem to be equally effective for the age groups I minister to.	Nov 21, 2011 12:11 PM
14	no. What I find communicates best is never to assume people understand you. Be simple and straightforward, explain everything.	Nov 21, 2011 10:51 AM
15	I don't really know what I'm doing to be honest with you except just trying to interact and listen as I teach. I think I'm good at figuring out as I go how to	Nov 21, 2011 10:16 AM

Q8. Are there any particular methods of teaching that you find work better to communicate a lesson to a certain demographic? (youth, elderly, middle-aged, specific culture, etc.)

connect with different people but I don't have a clue how I'm doing it and how to describe what my methods are. There's not a lot of strategy on my part besides a determination to help people feel comfortable so that they trust me and we can grow close together around God's Word. I wish I knew more about how to be a better teacher.

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| 16 | Some of those who have a lot of church background do well with extra outside reading (What's Going on Among the Lutherans? This We Believe, etc.). | Nov 21, 2011 9:39 AM |
| 17 | Everyone is a visual learner. I prefer powerpoint. | Nov 21, 2011 9:35 AM |

Q9. Do you find your class resources (materials, PowerPoint's, etc.) to be lacking, sufficient or superb? Why?

1	Materials and power point slides seem to be well received in class evaluations.	Dec 12, 2011 2:28 PM
2	would like more video illistrations available rather than trying to draw illistrations on the black board	Dec 8, 2011 4:35 PM
3	The words the Lord uses are superb! "In the beginning was the Word...." The fullness of time for the Lord first coming did not include the development of visual media." They must not be used in a way that detracts from or de-emphasizes the Word.	Dec 7, 2011 9:34 AM
4	I think my 120-page "book" is pretty good, but I'd like to ad PowerPoint slides (rather than drawing things out on a whiteboard). But I would do so sparingly (less is more when it comes to PowerPoint).	Dec 6, 2011 10:24 AM
5	The lessons are good, the PowerPoint in Basic Bible Christianity is very academic and lacking in visual illustrations--however, they do help to move along the lessons. The video material with the new Communicating Christ is hokey, but I'm not sure if that's a bad thing. Have footage of real people really discussing their issues and the topics on hand.	Dec 6, 2011 9:07 AM
6	lacking	Dec 6, 2011 7:55 AM
7	sufficient - they've been reworked several times - I am rather interested in moving them into SmartBoard type presentations	Dec 5, 2011 12:00 PM
8	They are OK we have used the same format a long time and it works	Dec 2, 2011 6:03 AM
9	Somewhere between lacking and sufficient. I don't have much for pictures, almost zero humorous stuff. No powerpoints whatsoever (tho' my BIC has been powerpointed, by Dave Scharf. Pete - they're in the dropbox.)	Dec 1, 2011 6:55 PM
10	I would say that for the most part, they are sufficient. I have used many other BIC courses that have lacked a lot. I like Basic Bible Christianity because it offers a lot with out overwhelming the prospect. At the same time, for the enthusiastic prospect who wants to really study and grow, this course will meet their needs.	Nov 29, 2011 11:13 AM
11	Some of the powerpoints are sufficient (my Growing in Hope ones) while the "God's Answers" powerpoints are lacking to the extent that they are not done in a consistent way (i.e. depended on how much time I had before the class I was putting the together for).	Nov 28, 2011 11:57 AM
12	Sufficient. Could be better, but the Word is being communcated and understood.	Nov 23, 2011 8:40 AM
13	Superb - I'm biased, but it works well for our ministry.	Nov 22, 2011 2:04 PM
14	Sufficient - I can highlight text, including pictures, etc.	Nov 21, 2011 8:02 PM
15	lacking with regard to visual aids	Nov 21, 2011 12:11 PM
16	I have availability to all of this, and still choose lecture...it still works.	Nov 21, 2011 10:51 AM
17	Yes! I feel my course is too text based. I'm too often running into people who just	Nov 21, 2011 10:16 AM

Q9. Do you find your class resources (materials, PowerPoint's, etc.) to be lacking, sufficient or superb? Why?

aren't readers like this one guy, Wade, who's 34 but hasn't read a book since high school. I need stuff more visually appealing and would love to have professionally looking videos / images to use. I was given an iPad by someone who completed my BIC because I had commented how cool it would be to use an iPad in a small group setting, like I do in coffee shops, etc., but I have yet to take the time to create any content for it to "enhance" my BIC.

18 Of course they are lacking! Almost everyone who studies later on has a question or two that wasn't adequately covered. We can overcome some of that when students transition directly from BIC to our other Bible study offerings. Nov 21, 2011 9:39 AM

19 I currently do not have a powerpoint BIC would like one to be available though Nov 21, 2011 9:35 AM

Q10. As you prepare for your class, have you dreamed up any “ideal” resources that you don't have the capabilities/time to produce? If so, describe them.

1	Slides may be getting dated. I should take time to redo them.	Dec 12, 2011 2:28 PM
2	video	Dec 8, 2011 4:35 PM
3	I think the continual emphasis of this survey on methods and materials lacks insight into what really matters in teaching a BIC.	Dec 7, 2011 9:34 AM
4	I'd like to add a take-home, during-the-week study of one selected Bible section for each lesson to underscore the point of the lesson and to help students become familiar with more sections of the Bible. I have created a page on my blog where I offer additional links to videos and resources (mostly WELS, a few outside our circles) that supplement each lesson. I don't have the time to improve it, but it's a good way to encourage people to learn more on their own if they so desire.	Dec 6, 2011 10:24 AM
5	Pic and video illustrations--see #5. A website where people could go and post their questions and see how other pastors and class participants have answered them. A drop box of illustrations you collect from #7 and PowerPoint presentations people have produced.	Dec 6, 2011 9:07 AM
6	cf. #9	Dec 5, 2011 12:00 PM
7	No	Dec 2, 2011 6:03 AM
8	Not really.	Dec 1, 2011 6:55 PM
9	No	Nov 29, 2011 11:13 AM
10	I think to incorporate video segments in to the classes that directly tie to the material is a great idea.	Nov 28, 2011 11:57 AM
11	If I spend the time, I can usually find the props necessary, but not always. Perhaps real people dealing with real circumstances describing their struggle (testimonials of sorts).	Nov 23, 2011 8:40 AM
12	No - we have done that here.	Nov 22, 2011 2:04 PM
13	Tasteful humor is usually a good item for teaching (cf. The First Argument).	Nov 21, 2011 8:02 PM
14	A series of short (15-30 minute) movies depicting different bible stories that correspond to the lesson being taught. The students could be asked to watch one movie at home each week and answer a few questions pertaining to it. e.g. A movie about the Ethiopian eunuch's baptism after the lesson on baptism.	Nov 21, 2011 12:11 PM
15	Hand outs with pictures	Nov 21, 2011 10:51 AM
16	Well if I haven't mentioned it, it would be videos to go with every lesson, especially when humor can be used to make things memorable plus any great images / other multimedia elements to incorporate. My dream would be to have all this professionally designed so that I could put complete lessons on our church website and people could do the lesson online if they miss a class session.	Nov 21, 2011 10:16 AM
17	I would like a 4 week study on Lutheran worship principles and practices -	Nov 21, 2011 9:39 AM

Q10. As you prepare for your class, have you dreamed up any “ideal” resources that you don't have the capabilities/time to produce? If so, describe them.

updated from the old VHS based study - maybe it is out there and I don't know it...

18 The GLO Bible is ideal that is has many different icons you can click on to get to a certain topic in the bible, Ideally it would be nice to have a BIC class that is the same, where you click on Baptism and there are images and passages as well as other resources.

Nov 21, 2011 9:35 AM

ORIGINAL PROPOSAL

To lay the groundwork for a completed BIC course which will include and contain professionally made video illustrations, with integrated PowerPoint, website, and hard copy materials, for the purpose of specifically reaching souls within the 21 to 35 year old range.

The project has several components, many of them being interrelated. They are as follows:

1. Bible narrative based.
2. Integrated with professionally made video illustrations.
3. Integrated with professionally made PowerPoint.
4. Integrated with professionally made hard copy materials.
5. Specifically reaching 21 to 35 year olds.

The rationale and supporting information for each of these proposals is included below.

1. Bible narrative based.

Rationale:

Unfortunately a common thread running throughout our churches is that people, no matter their age, do not know Bible as they once did. The simple stories once learned at a very young age are virtually unknown to countless adults. For this reason, the proposed BIC would be Bible narrative based. Each lesson will contain at least one Bible story to help teach the doctrine specific to the lesson. The end result is people who know their doctrine and also have a healthy dose of Bible history.

2. Integrated with professionally made video illustrations.

Rationale:

Because of the shift to a more visual oriented society, several pastors have included short video clips into their BICs and even Sunday sermons. Rather than verbally delivering a story or illustration, it is played out on a screen before their very eyes. There are dozens of Christian based websites that offer such clips for a price. (i.e. Shiftworship.com; BluefishTV.com;

Sharefaith.com; Worshiphousemedia.com) Although the movie clips and video illustrations found on these sites are professionally produced, they lack the consistency of sound doctrine. Many pastors find such video clips and illustrations to be of great benefit. However, many will not use the clips because of necessary disclaimers regarding any false doctrine contained within them. It is our goal to initially produce 25 to 35 mini clips which are in line with pure doctrine and drive home a biblical truth in a modern and professionally made format. It is our hope that many pastors will feel comfortable and willing to use these video clips and illustrations which are doctrinally sound.

We also intend for this project to become a paradigm for the production of many more video based illustration clips in the near future. We will develop a detailed explanation of the steps taken to produce these videos with the intent of guiding any who may wish to produce similar video illustrations in the future.

We have already inquired of Steve Boettcher (BT Media) to help with this project. Steve is a member of the Wisconsin Evangelical Lutheran Synod who specializes in videography and graphic design. When proposing our project to him, Steve emphatically gave his support and offered his expertise and services at a reasonable price. Steve Boettcher's credentials are as follows: Emmy Award: 6 times, New York Film Festival: 3 times, ITVA Video Festival: 4 times, Broadcast Education Assn: 6 times, United Press International: 3 times, Forbes Magazine Top 10 Award: 1 time

3. Integrated with professionally made PowerPoint.

Rationale:

Along the same lines as having video illustrations within a BIC, professionally made PowerPoint's would also be of great benefit. Though some pastors have mastered the art of creating a professional PowerPoint, the vast majority lack the ability to use PowerPoint to its full potential. Therefore, one aspect of this project will be the development of professionally designed and formatted PowerPoint presentations, which will accompany each lesson.

4. Integrated with professionally made hard copy materials.

Rationale:

More often than not, pastors have presented their BICs to prospects on black and white Xerox copies within a 50 cent three ring binder. While an older audience has no problem with a simple three-ring binder full of black and white Xerox copies, students in our target audience are not used to this form of media. They look for excellence. We know the content of the course is what will keep them in BIC, but the first impression means a great deal. Professionally designed hard copy materials will appeal to young and old. Because integrated PowerPoint and video illustrations are already a part of the BIC, it makes sense to complete the package with hard copies that match.

5. Integrated with a professionally designed website dedicated to the course.

Rationale:

A professionally designed website will provide this proposed BIC with many benefits. First of all, a dedicated website will provide us with a valuable advertising tool. Secondly, a dedicated website will allow us to provide materials to both teacher and student. Thirdly, a dedicated website will allow us to continually update and revise materials while also providing a simple medium for product delivery.

6. Specifically reaching 21 to 35 year olds.

Rationale:

While any BIC can reach people of any age, we feel this age group is missing within our churches. There lies within this generation untapped potential for pastors, teachers, and leaders of our church body in the future. Why not have a BIC geared toward reaching this specific age group? We feel the five previous components of this project are set to specifically reach this group and appeal to them in a modern and visually oriented society.