

LESSON 12

THE EVALUATION AND IMPROVEMENT OF TEACHING

Introduction

A religious educator once stated that the biggest room in a church is the room for improvement. This statement applies to teaching. Bible teachers in the church should always be seeking to improve learning in their study groups. Improvement and evaluation go hand in hand. No one ever improves himself until he steps back and looks at what he has been doing. Teachers should critically examine their teaching to locate any weaknesses in the teaching-learning process. They should find ways to use this information to become better teachers.

The Evaluation of Teaching

Some teachers leave the study session and do not think about teaching again until it is time for the next meeting. These church workers never know if learning has taken place because they have not evaluated their teaching. Evaluation should assume a greater role in church Bible teaching programmes than it has. Teachers need to know if students are learning.

Reasons for evaluation

The most obvious reason for evaluating teaching is to improve the quality of teaching and learning in the study group. Most church Bible teachers are neither Bible experts nor educational specialists. They teach because they believe God called them to this ministry and they see the great need for teachers. This need motivates them to improve themselves as well as their teaching. To improve, the teacher must evaluate his teaching. A teacher begins to improve only when he becomes aware of weaknesses in his teaching. He might adopt the attitude of St. Paul who said, "Not that I have already . . . become perfect, but I press on . . . reaching forward to what lies ahead" (Phil. 3:12-13, NASB).

Evaluation also helps measure Christian growth. A teacher should be concerned with the total growth of a learner, but ultimate concern must be for spiritual growth. The teacher may evaluate the growth of group members by observing their daily lives, their participation in learning activities, and their reactions within the group. If the teacher observes no Christian growth in his group members, he needs to learn why. Growth may occur in one area of Christian living and not in another.

Evaluation helps the teacher discover what specific areas need special attention. Every teacher should be alert to the needs of learners. Knowing needs will help him in

Bible teachers in the church should always be seeking to improve _____ in their study groups.

(learning)

Teachers should c_____ e_____ their teaching to locate any w_____ in the t_____ -l_____ process.

(critically examine, weaknesses, teaching-learning)

Teachers need to know if _____ are _____.

(students, learning)

Is the following statement true or false?

The improvement of teaching and learning is not sufficient reason to evaluate one's teaching.

(false)

A teacher begins to improve when he becomes aware of _____ in his _____.

(weaknesses, teaching)

The ultimate concern of the teacher must be for _____.

(spiritual growth)

selecting appropriate objectives and activities for learning. As a teacher progresses through a unit of study, he often discovers that his original objective is not what is needed. His evaluation helps him recognize that he should revise his teaching objective. He then refines his objective until it meets learners' need.

The teacher should not be concerned only for the learners' spiritual growth but also for his own. The Scriptures admonish Christians to grow (2 Pet. 3:18). To watch out for the spiritual welfare of learners is to watch out for one's own spiritual growth. The teacher who does not grow in the Lord cannot expect to lead learners to do so. The teacher needs spiritual strength to cope with problems, difficulties, decisions and heartaches as do the students. Evaluation helps the teacher make an inventory of his own spiritual life, thus helping him to grow in areas where he is weak. Dr. Gaines S. Dobbins once stated that a teacher should ask himself, "Am I myself growing in both knowledge and grace?"¹

Yardstick for evaluation

A teaching objective states what the teacher expects to accomplish. The teacher's objective helps measure the effectiveness of the teaching-learning process. Thus an objective is the principal means for the evaluation of teaching and learning. Ernest J. Loessner wrote, "We can measure the degree of success or failure . . . only in relation to our objectives."² This point is strengthened further by the following statement:

You must . . . evaluate student performance according to the objectives originally selected. In other words, first you decide where you want to go, then you create and administer the means of getting there, and then you arrange to find out whether you arrived.³

Thus, an objective is an efficient yardstick to evaluate teaching.

Ways to evaluate

Observation.—The degree of attention the learners give in the learning situation is the first thing the teacher can observe. Of course, attention alone does not guarantee the objective has been reached, but it helps the teacher know he is moving towards his objective.

Secondly, the teacher can observe the interest displayed by the learners. Learners show interest in many ways. They may ask thoughtful questions; they may participate more actively in the discussion; or they may eagerly read related biblical material and books. Learner

¹ Gaines S. Dobbins, *Guiding Adults in Bible Study* (Nashville: Convention Press, 1960), p. 127.

² John T. Sisemore, compiler, *Vital Principles in Religious Education* (Nashville: Broadman Press, 1966), p. 112.

³ Robert F. Mager, *Preparing Instructional Objectives* (Belmont, Calif.: Fearon Publishers, Inc., 1975), p. 1.

Is the following statement true or false?

The teacher who does not grow in the Lord cannot expect his learners to do so.

(true)

A teaching objective states what the _____ expects to _____.

(teacher, accomplish)

An objective is an _____ to _____ teaching.

(efficient yardstick, evaluate)

Attention helps the teacher know he is moving

_____ his _____.

(towards, objective)

Is the following statement true or false?

Learners show interest in only one way. _____

(false)

interest indicates to the teacher that his objective is probably appropriate.

Participation can also be observed. The effective teacher plans both learning activities for the teaching period and carry-over activities for later. By observing how completely learners participate in the groups' activities, the teacher can measure, to a degree, his success or failure in achieving his objective.

Personal reaction is a fourth thing the teacher can observe. Often a learner will tell the teacher how much the lesson helped him. This personal reaction to the lesson indicates to the teacher that his objective was at least partially reached.

Finally, the teacher can observe change in the learners' lives. Conversion is the most dramatic change in a person's life. When an individual turns from sin and receives Jesus Christ as his Lord, he begins a new life. The old died and the new was born. Paul stated that "if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new" (2 Cor. 5:17). This dramatic change is observable. Christian growth in one's life is another graphic change that can be observed. Many of the teacher's objectives aim at producing Christian growth in the learners' lives.

Observation is a useful way to evaluate teaching in light of a stated objective. The church educator wants to see change, whether that change be conversion or growth in the Christian life. He is not so much interested in academics as in performance. For example, in the Ministerial Training by Guided Study programme, emphasis is placed on how a learner functions and not on his ability to pass an examination. The teacher in this programme wants to know if the learner can perform the function for which he is training. If the learner has been studying how to preach, can he prepare and deliver a sermon? Change can be detected by observation.

Examination.—Even though the overarching purpose of Christian education is to influence and change lives, wholesome and redemptive change is solidly founded on biblical knowledge. Teaching to increase learners' knowledge and understanding of Scripture should also be a major emphasis in Christian education. A quick Bible knowledge survey of nearly any congregation will reveal a lack of Bible knowledge. Even though some members can quote many Scripture verses, they often have little or no understanding of the meaning of these verses. Teaching for knowledge is a worthy objective.

A person's knowledge of the Bible cannot be measured adequately by observation alone. Bible knowledge is difficult to measure. By using examinations, teachers can evaluate growth in Bible knowledge more efficiently.

Some teachers give a pre-test and a post-test. The pre-test helps the learner evaluate his knowledge of the biblical lesson being considered. This has the effect of stimulating greater interest in the lesson. After the lesson, the post-test is given. The post-test often asks the same

The effective teacher plans both / _____
a _____ for the teaching period and
_____ activities for
later.
(learning activities, carry-over)

The most dramatic change in a person's life is

(conversion)

Many of the teacher's objectives aim at producing
_____ in the
_____ lives.
(Christian growth, learners')

In the Ministerial Training by Guided Study programme, emphasis is placed on how a learner
f _____ and not on his a _____
to p _____ an e _____
(functions, ability, pass, examination)

Teaching to increase learners' _____
and _____ of _____
should also be a major _____ in Christian education.
(knowledge, understanding, Scripture, emphasis)

Good pre-tests and post-tests can have the effect of
_____ greater _____ in
the lesson.
(stimulating, interest)

questions as a pre-test. On other occasions, the teacher may cover the same material in the pre-test by simply restating it in different terminology for the post-test. By comparing the results of both tests, the teacher and the learner can see how much was learned in the lesson. Such a comparison shows the teacher if he reached his objective or not.

Essay or objective questions may be used. An essay question calls on persons to organize their thoughts on a given topic and to write them out. For use in Sunday school, no more than one or two questions of this type should be given. An objective question calls for brief, short answers. Many more objective questions can be given during a class period. Thus the teacher may more frequently use an objective examination. Whether an essay or objective examination is chosen, the questions should always be based on the stated teaching objective.

Though attitudes and interests are more difficult to measure, examinations can be devised and given to help teachers ascertain them. In an interests analysis, questions are so stated as to reveal the person's interests by the answers he gives. In an attitude examination, a series of precise statements on a topic may be constructed. A learner would choose the statements with which he agrees. By analysing the results of this examination, a teacher can obtain a fair idea of the attitudes each group member has towards the topic. This information helps the teacher improve his preparation and his teaching.⁴

Helps in evaluation

The teacher should feel free to ask for an evaluation of his teaching skills by his class members. Learners readily participate in evaluating learning because they want to have a true encounter with the Lord through His Word. Some of the members will appreciate taking a look at themselves. They would like to know if they are growing in Christ. This kind of input will help the teacher evaluate what he has been doing and determine what changes need to be made.

The pastor and other church staff members can help teachers evaluate their work. Many of these leaders have been trained in religious education and can give teachers valuable assistance. Others may not have formal training, but have learned through personal experience and study how to teach effectively. Most pastors and staff members are happy to help teachers evaluate their teaching.

The lay leader of the church's Bible teaching programme is willing to help teachers evaluate their performance. Some churches are large enough to have their Bible teaching ministry organized into departments. The department leaders are also anxious to help their teachers to evaluate their teaching. The lay leaders in the Bible teaching programme are anxious to have the best teachers possible and are willing to help teachers evaluate their teaching.

⁴ See James D. Williams, *Guiding Adults* (Nashville: Convention Press, 1969), pp. 138-44, for examination examples.

An essay question calls on persons to _____
their _____ on a given topic and to
_____ them out.

(organize, thoughts, write)

An _____ question calls for
_____, short answers.

(objective, brief)

In an interests analysis, questions are so stated as to
_____ the person's _____
by the answers he gives.

(reveal, interests)

Is the following statement true or false?

A teacher should never ask for an evaluation of his teaching skills by his class members.

(false)

Is the following statement true or false?

Some of the members will appreciate taking a look at themselves.

(true)

The pastor and other staff members can help
_____ their work.

(teachers evaluate)

The lay leaders in a _____
programme are anxious to have the _____
_____.

(Bible teaching, best teachers possible)

The Improvement of Teaching

Evaluation means nothing unless it is used as a basis for improvement. Whether a highly-trained professional or a volunteer with limited formal education, every teacher should have a desire for improvement. A person can always grow, but first he must know the areas in which he needs to grow. There are various areas in which teachers need growth.

Areas for improvement

Self-development.—The statement has been made: “I can’t hear what you’re saying because of what you are.” This should never be said about a Christian teacher. A teacher should always be growing in self-understanding, self-acceptance, love, understanding of his learners, patience, and commitment. Christ told us:

You must go on growing in me and I will grow in you. For just as the branch cannot bear any fruit unless it shares the life of the vine, so you can produce nothing unless you go on growing in me. I am the vine itself, you are the branches. It is the man who shares my life and whose life I share who proves fruitful. For the plain fact is that apart from me you can do nothing at all. (John 15:4-5, Phillips)

Bible knowledge.—Guiding people in Bible study is an honourable calling. The teacher becomes an usher who escorts persons into God’s presence. He watches as God transforms the lives of these persons. Since a teacher has such a holy task, he must not take it lightly. He must give the best guidance possible for their Bible study and for their lives. The teacher should not lead learners astray from the intended meaning of Scripture. To accomplish this special task, teachers must increase their Bible knowledge. The teacher usually does not have the opportunity to attend a Bible class unless his church has a weekly teaching improvement period or his pastor conducts a Bible class for church workers. So he must increase his Bible knowledge mainly through personal Bible study.

Theology.—The teacher should be aware of the theology he teaches. His theology should be based on a careful and intelligent study of the teachings of the Scriptures. What doctrine of God is being taught? What is being taught about the church? What is being taught about other topics such as prayer, sin, and salvation? Since the teacher teaches theology in the stories he tells, in the illustrations he uses, in the answers he gives to questions, and in the statements he makes, he should diligently study to improve his understanding of Christian theology. See 2 Timothy 2:15.

Learner understanding.—Teachers need to understand the people they teach. Effective Bible teaching requires knowledge of the learners’ interests, needs, and characteristics. This information helps teaching to be on the pupils’ level and to respond to their needs.

Every teacher should have a desire for

_____.

(improvement)

Guiding people in Bible study is an

_____.

(honourable calling)

Teachers must _____ their

_____.

(increase, Bible knowledge)

The teacher’s theology should be based on a _____ and _____ study of the teachings of the _____.

(careful, intelligent, Scriptures)

Effective Bible _____ requires _____ of the learners’ _____,

_____, and _____.

(teaching, knowledge, interests, needs, characteristics)

Planning for teaching.—Poor teaching is usually the result of poor planning. Teachers need help in planning their teaching. When a person builds a house, he works from a blueprint, a plan. The teacher likewise needs to have a teaching plan to increase his effectiveness.

Preparation for teaching.—Planning is included in a teacher's preparation, but preparation involves more than making a plan. A teacher may make a beautiful plan but fail to study the lesson material. The plan then crumbles because the leader has not adequately prepared. Teachers should be thoroughly prepared to carry out every phase of the teaching plan. Janet Burton stated: "A teacher's effectiveness with his group is largely decided before he ever walks through the church door. How well has he prepared himself for the role of guiding . . . the session in particular?"⁵

Teaching techniques.—Teachers need help with teaching techniques. Teaching methods help teachers make Bible study more meaningful, deepen the learners' understanding of the Scriptures, change attitudes, and enrich lives.

The teaching-learning process.—Teachers can improve their teaching by better understanding the teaching-learning process. They need more understanding to such questions as: What is teaching? What is learning? How do people learn? Why do people learn? Why does one person learn and another does not? How do my actions and thoughts influence whether people learn or not?

Communication.—Communication takes place even when an individual tries not to communicate. Often, a teacher unconsciously communicates negative feelings. Students receive thoughts, intentions, and feelings the teacher did not mean to send out. On the other hand, conscious communication is also difficult. Perhaps students did not learn because the teacher chose an inappropriate method as his communication vehicle. Good communication is vital to effective teaching, and teachers need to improve communication skills.

Motivation of learners.—People learn when they are motivated. A teacher needs to know how to motivate individuals to want to learn as well as how to channel motivations already present into learning.

An improvement process

The purpose of evaluating teaching and learning is to improve one's teaching. But how does a teacher go about using the information collected in the evaluation process?

Analyse the evaluation.—A teacher may have several pages of information concerning his teaching from examinations and observations he has made. The teacher should analyse this information.

Isolate areas needing attention.—The analysis will reveal the teacher's weak areas. For example, the teacher

⁵ Janet Burton, *Guiding Youth* (Nashville: Convention Press, 1969), p. 33.

The teacher needs to have a _____
_____ to _____ his
_____.

(teaching plan, increase, effectiveness)

Teachers should be _____
_____ to _____
every phase of the _____.

(thoroughly prepared, carry out, teaching plan)

Teaching methods help teachers make Bible study
more _____, deepen the
_____ understanding of the Scriptures,
change _____, and enrich _____.

(Compare your answers with the text.)

Teachers can improve their teaching by
_____ the
_____ process.

(better understanding, teaching-learning)

Is the following statement true or false?

It is possible for a teacher to unconsciously communicate negative feelings.

(true)

Good communication is vital to _____
_____.

(effective teaching)

The purpose of evaluating teaching and learning is to

_____ one's _____.

(improve, teaching)

may discover that when he uses the discussion method, the students are uninterested and do not participate. When he looks more closely at this situation, he may realize that he is uncomfortable using this method and does not use it well. This teacher has isolated a problem area in his teaching that he knows needs improvement.

One teacher was amazed upon learning that his students did not have a clear knowledge and understanding of the Holy Spirit. The teacher knew the students were able to comprehend this doctrine and made plans to teach on the doctrine of the Holy Spirit at the next study session. This illustration points out that teachers overlook or skirt certain doctrines and issues, sometimes unintentionally. The teaching analysis helps the teacher recognize those areas that may need his special attention.

Explore ways to improve teaching.—Now the teacher is ready to ask, “How can I strengthen the areas where I am weak?” “How can I best give special attention to ignored issues or points?” The teacher may already know several things he can do to improve his teaching, and so needs only to implement his plan. But he may not know what to do. His exploration of ways to strengthen his teaching may go in several directions.

1. He may study books on teaching.
2. He may observe what other Bible teachers are doing.
3. He may attend training conferences, meetings, and workshops.
4. He may interview Bible teachers, pastors, or educational specialists.
5. He may discuss his needs with others.

Devise a plan.—Once the previous steps have been completed, the teacher should use his new information to devise a plan to improve those areas that need special attention.

Carry out the plan.—When the teacher is satisfied with his plan to strengthen his weak areas, he should boldly carry it out.

The Teacher Improvement Meeting

Most teachers in a church’s Bible teaching programme are lay people. They are not usually professional teachers and readily admit they need help to improve their teaching. Teaching can be improved through a church’s teacher improvement meeting. In this meeting, teachers are guided in the study and preparation of the lesson to be taught the following Sunday. The meeting should be held each week for a period of forty-five minutes to an hour. It may be held at any time that is most practical for the participants. Many churches have found that one of the best times to have the improvement meeting is before or after the mid-week prayer service.

This weekly meeting should be for all the church’s teachers. The size of the church will determine the number

Is the following statement true or false?

Teachers sometimes overlook or skirt certain doctrines and issues.

(true)

List five things a teacher can consider to strengthen his teaching.

1. _____
2. _____
3. _____
4. _____
5. _____

(Compare your answers with the text.)

List two steps a teacher should take to improve his teaching in areas where he is weak.

1. _____
 2. _____
- (1. Devise a plan; 2. Carry out the plan.)*
-

Teachers are guided in the study and preparation of their lessons in the teacher _____

(improvement meeting)

The teacher improvement meeting may be held at _____ that is most _____ for the _____

(any time, practical, participants)

of groups needed for the improvement meeting. Where a church has only one teacher for each age group, it will be necessary for all the teachers to meet together. Larger Sunday schools that are organized into departments will require more groups. To provide as much individual help as possible, the teacher improvement groups should be kept small—from five to seven persons is recommended.

Each group should have a competent leader elected by the church. This leader should not dominate the group improvement session, but should allow as much individual participation as possible. The purpose of the meeting is to improve the teachers' skills, and each person needs to participate.

In most cases, the pastor would be the most appropriate person to lead the improvement group. Even though a pastor may not be formally educated, he, no doubt, possesses a gift for teaching. Paul stated in Ephesians that God calls some to be "pastors and teachers" (Eph. 4:11). Teaching is a central function of pastoral ministry. The pastor has access to information and to resource persons that the average church member does not have. The pastor can influence more people intimately by helping Sunday school teachers improve than he can in any other way. Thus, he should eagerly accept the challenge of helping the church's teachers improve their teaching.

The leader's function is to guide and assist the teachers with their improvement. At the weekly meeting, the group leader should present an appropriate topic for the teachers to discuss. After a brief discussion, the teachers should apply what they discussed to their lesson preparation for Sunday, always under the helpful eye of the leader. The leader should move about the room to encourage and help each teacher. When all the teachers are in one group, the leader should help each teacher make the application to the lesson for his age group. Each teacher then can be given help to prepare his lesson for the next Sunday. The leader should try to give as much personal attention to each teacher as possible.

Where the Sunday school is organized into age group departments, each department will probably have more than one teacher. Therefore, each department can have its own improvement meeting. The leader of the age group department should also be the improvement group leader. In situations where this is not possible, another person may be chosen. The following schedule may be appropriate for such churches:

- General promotion
- Department promotion
- Department teacher improvement⁶

⁶ For a complete treatment of the weekly teachers' and officers' meeting see Findley B. Edge, *Teaching for Results*, (Nashville: Broadman Press, 1956), pp. 199-222.

The group improvement session should allow as much _____ as possible.

(individual participation)

Teaching is a _____ function of _____ ministry.

(central, pastoral)

During the teacher improvement period, each _____ can be given _____ to _____ his _____.

(teacher, help, prepare, lesson)

The curriculum for the teacher improvement meeting may span the whole spectrum of Bible knowledge and teaching. Doing the same thing all the time becomes monotonous. Teachers tend to lose interest and stop attending the meetings. To guard against lack of interest, the leader should vary the curriculum. Since this teachers' meeting is to improve teaching, heavy emphasis should be placed on principles of teaching and learning and teaching techniques. Other studies should also receive strong emphasis, such as biblical backgrounds, Bible knowledge, theology, and age group characteristics. Elton Trueblood suggested that the congregation should be a seminary in miniature.⁷ Perhaps the teacher improvement period is a good place to begin implementing this suggestion.

To provide variety, a study of teaching principles and techniques can be conducted for a period of time from three to six months. Another section of time may be set aside for specific Bible study. Then theology could be studied. Other topics can be added as needed. The study topics should be chosen in light of the Sunday school lesson to be taught and the personal needs and interests of the teachers. A church can have a continuous school for improvement of its teachers when such a procedure is followed.

Two or more sessions may be needed for a topic. Sometimes it may take several weeks to cover adequately a certain teaching principle. If a teaching technique is being considered, teachers need several weeks to practise the technique before it becomes a part of their teaching repertoire. The group leader should not be concerned with how many teaching principles and techniques he can cover in a specific period of time. Rather, he should stay with what the group is studying until they know how to use it effectively.

The teacher improvement period has several advantages:

1. It provides a time for teachers to improve their teaching skills.
2. It provides help in preparing the lesson to be taught on Sunday.
3. It helps teachers gain experience in applying teaching principles and techniques.
4. It furnishes valuable in-service training.
5. It provides a continuous school for teacher improvement.
6. It promotes effective learning.⁸

The teacher improvement meeting can easily become a continuous school for teacher growth and improvement. Since the meeting is held weekly, a comprehensive curriculum can be implemented. Thus teachers are regularly

⁷ Elton Trueblood, *The Incendiary Fellowship* (New York: Harper & Row Publishers, 1967), p. 45.

⁸ Edge, *Teaching for Results*, pp. 211-13.

The curriculum for the teacher improvement meeting may span the _____ of _____ and _____.

(whole spectrum, Bible knowledge, teaching)

The group leader should not be _____ with how many _____ and _____ he can cover in a specified time.

(concerned, teaching principles, techniques)
Is the following statement true or false?

The group leader should stay with what the group is studying until they know how to use it effectively.
(true)

upgrading their skills in this continuous school. The weekly teacher improvement meeting is perhaps the best way to help teachers improve their teaching.

CONCLUSION

One of the strongest human drives is the desire for success. The Christian has an added incentive to achieve: he is a servant of God. As God's servant, the Christian should want to give God his best service. Evaluation and improvement are necessary to help achieve the best for the Master. A teacher should never be satisfied with less than his best. He must press on to become the best teacher he can.

Lest the teacher think the demands of effective Bible teaching are too high, he should recall the words of Jesus, the Master Teacher: "Be ye therefore perfect, even as your Father which is in heaven is perfect" (Matt. 5:48). Paul, the great missionary, tells us, "Finally, brethren, farewell. Be perfect, be of good comfort, be of one mind, live in peace; and the God of love and peace shall be with you" (2 Cor. 13:11). Although the attainment of perfection will not be reached until we reach Heaven, Bible teachers should be constantly striving to improve their teaching—not for the praise of man, but for the glory of Him who will say, "Well done, thou good and faithful servant" (Matt. 25:21b).

The weekly teacher improvement meeting is perhaps the best way to help teachers _____ their _____

(Compare your answers with the text.)

What added incentive to achieve does the Christian have?

(He is a servant of God.)

A teacher _____ be satisfied with less than _____.

(should never, his best)

Home Study Exercise

Basic activity (Levels 1, 2, and 3). After reading the study guide text, answer the following questions.

1. According to one religious educator, what is the biggest room in a church? _____

2. Why is evaluation important in a church Bible teaching programme? _____

3. What is the most obvious reason for evaluating teaching? _____

4. When does a Bible teacher begin to improve? _____

5. What helps the teacher in selecting appropriate objectives and activities for learning? _____

6. What does a teaching objective state? _____

7. List five observations that will help the teacher evaluate his teaching. _____

8. The church educator wants to see changes in his pupils' lives. Name two changes he can observe.

9. Why is teaching for Bible knowledge a worthy objective? _____

10. What is an essay question? _____

11. What is an objective question? _____

12. List six ways a teacher should always be growing. _____

13. Why should teachers improve their communication skills? _____

14. List five ways a teacher may strengthen his teaching. _____

15. What is a teacher improvement meeting? _____

16. What should the leader of the teaching improvement period do to guard against lack of interest? _____

17. List two considerations in choosing the study topics for the teaching improvement period. _____

18. List six advantages of the teacher improvement period. _____

Supplementary activity (Levels 2 and 3). The following activities are based on the study guide text.

1. Relate Paul's statement in Philippians 3:12-13 to the evaluation and improvement of teaching.
2. Why should a teacher also be concerned for his own spiritual growth?
3. According to Robert F. Mager, what three steps should be followed in evaluating student performance in relation to objectives selected?
4. Explain the teacher improvement meeting.
5. Explain this statement: Teaching is a central function of pastoral ministry.

Advanced activity (Level 3). The following activities are based on the study guide text.

1. Relate the following statement to the improvement of teaching: The biggest room in a church is the room for improvement. If you agree with this statement, show its application in your church. If you disagree, write a paragraph to explain why you disagree. Be prepared to discuss this topic in the Seminar session.
2. Evaluate the teacher improvement meeting.
3. Assume that you have the responsibility for training teachers in a young church. You have some young adults who are willing to teach, but have very little background in Bible study. Devise a training programme that you would use to develop teachers. Include time schedules, curriculum, and participants. Be prepared to discuss this topic in the Seminar session.
4. Compare Bible teachers and paid school teachers in your country. List points that are similar and points that are different.

Seminar Discussion

1. Discuss why church teachers should improve the quality of their teaching.
2. Why is the teaching objective a yardstick to evaluate teaching effectiveness?
3. Review areas in which teachers need improvement.
4. How may teachers go about evaluating their teaching?
5. How may a Bible teacher in a small, country church find help in evaluating and improving his teaching?
6. Discuss this statement: Some bad teachers are doing the best they know how, while some good teachers are doing poorly. Include motivation, communication, and planning in your discussion.
7. List some values of a weekly teacher improvement meeting. What are some problems in having the weekly improvement meeting? Do the values outweigh the problems?
8. Level three students should share the programmes they devised for training teachers with the Seminar group. The tutor should lead the group to evaluate the programmes.

AVAILABLE STUDY GUIDES

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| GENERAL | 72200 | *A Guide to DTE - <i>Weldon E. Viertel</i> , 93 pages |
| | 72011 | Philosophy and the Christian Religion - <i>Roy L. Lyon</i> , 109 pages |
| | 72015 | Introduction to Psychology - <i>L. Hudson and A. Berlin</i> , 176 pages |
| | 72940 | Living Non-Christian Religions - <i>Edgar, Hogg, Lockard</i> , 160 pages |
| BIBLICAL BACKGROUND AND STUDIES | 72201 | The Bible and Its Interpretation - <i>Weldon E. Viertel</i> , 151 pages |
| | 72219 | The Old Testament World - <i>Weldon E. Viertel</i> , 200 pages |
| | 72221 | Studies in the Pentateuch - <i>Weldon E. Viertel</i> , 144 pages |
| | 72225 | Israel as a Nation - <i>William L. Pope</i> , 183 pages |
| | 72240 | The Early Prophets of Israel - <i>Weldon E. Viertel</i> , 181 pages |
| | 72242 | Jeremiah and Ezekiel - <i>A. J. Glaze</i> , 192 pages |
| | 72258 | New Testament Background - <i>Weldon and Joyce Viertel</i> , 164 pages |
| | 72263 | The Life and Ministry of Christ - <i>Weldon E. Viertel</i> , 160 pages |
| | 72265 | The Gospel and Epistles of John - <i>Weldon E. Viertel</i> , 189 pages |
| | 72266 | Early Church Growth - <i>Weldon E. Viertel</i> , 161 pages |
| | 72271 | Living by Faith: Romans and Galatians - <i>Weldon E. Viertel</i> , 200 pages |
| | 72278 | The Pastoral Epistles: 1 & 2 Timothy and Titus - <i>Ralph Bowlin</i> , 160 pages |
| | 72279 | The Testing of Faith: Hebrews—Jude - <i>Weldon E. Viertel</i> , 223 pages |
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