

## JOHANNESBURG 2000

### SATURDAY, JULY 15

The Eurasia Region led the worship. T. K. Shadakshari opened the session with Scripture and led in prayer. The participants read a responsive reading. Natanael Cardoso led “Great Is Thy Faithfulness.” John Haines then read Psalm 46. John led in a time of directive prayer followed by singing “Give Thanks with a Grateful Heart.” Following the Aaronic Blessing the group sang “Alleluia” in closing.

Al Truesdale asked Mike to give instructions for the next round of prioritizing. Some groups rated their top four while others rated all 60. The first round validated the work of RIIIE and their dream for this conference. Those items with a score of 35 or lower were dropped from the list. Items that displayed identical priorities were combined. We now have a list of 33 items. In the next round voting will be for 16 items. Mike suggested that each region spend no more than 15 minutes on this stage. He then distributed copies to the regional education coordinators. There will be one more round after this one.

Vision casting this morning was offered by the MAC Region (refer to handouts). Ruben Fernandez presented the educational philosophy on the MAC Region. Christian Sarmeinto, previous regional education coordinator, prepared the education document based on Acts 19.

- ◆ Theological education is for disciples. (v 1)
- ◆ The goal and basis of theological education is to establish people in holiness experience and practice. (v 2)
- ◆ Theological education needs to be rooted in sound theology. (v 3)

- ◆ Theological education is also based on sound teaching of Scripture. (Acts 1:5)
- ◆ Numbers count in theological education – numbers are people. (v 7)
- ◆ Professors in theological education need to be involved in ministry. (v 8)
- ◆ Theological education includes classroom experience; not just isolated individual study. (v 9 )
- ◆ Theological education takes time – it is a life-long pursuit. (v 10)
- ◆ Theological education produces social transformation. (v 19)
- ◆ Theological education makes Christianity known in the culture. (v 17)
- ◆ Theological education magnifies the name of the Lord. (v 17)
- ◆ Theological education will produce church growth. (v 20)

At the September regional meeting MAC Region will be premiering a new discipleship program called ABCDE (which doesn't exactly translate into English although editorial comment was added to express the ideas.) Each letter represents a stage a new Christian will go through to enter the church.

- ◆ A = coming close to (Approach)
- ◆ B = new converts prepared for baptism and membership (Baptism)
- ◆ C = becoming solid in faith and growing (Cement)
- ◆ D = development of ministers (Develop)
- ◆ E = School for leadership (Equip)

MAC has begun a plan to train around 1,500 leaders over the next 12-18 months.

Education in the MAC Region begins at the diploma or certificate area. They are developing diploma courses in evangelism, compassion, administration, youth ministry etc. Some of the students will continue in theological studies at one of the schools where they can earn a bachelor, masters, or doctorate degree.

The masters students are trained to train others who cannot come to the campus for training. The first course was offered three years ago. Today there are 170 students in the Masters program across Latin America. It is a cooperative program with over 40 faculty members. Some of the attendees at this conference are graduates of this program who are also teachers. There are seven centers in five countries. By next year there will be 13 centers in 10 different Latin American countries. In conjunction with PLNC they are exploring opening centers in the United States to help the Hispanic population.

MAC's challenge is to equip in the best way they can, the largest number they can, so they can extend the kingdom of God. Equipping them in the best way possible means developing serious programs that will stand up to any academic scrutiny. However, the programs must be practical and on-target. They are willing to combine quality on-campus education with extension education so theological education will be available to more and more people. They realize it cannot be done with their intelligence, abilities, and energy but only with God's power, strength and intelligence.

Paulo Sueia offered a prayer for the education workers on the MAC Region and their work.

Al Truesdale reminded everyone that Dean Blevins distributed a copy of his paper last night. He reminded everyone they are to read it in advance of Dean's presentation.

Following tea, Jim and Suzanne Burns spoke on “Taking the Learner Seriously” (refer to handout and transcript). Presentation material was based on brain and learning research from MIT and Harvard. From this research they have learned that some things done intuitively as teachers are being reinforced in the research as good instruction.

Cooperative learning techniques will be used again today. Positive aspects of cooperative learning are:

- ◆ Surfaces learner concerns earlier – gives learner more control in environment and helps the student process what you are teaching as you go.
- ◆ It also keeps the learner engaged. An engaged learner will walk away with more knowledge. Helps teacher to justify, rethink and improve our thinking. Quality of thought increases.
- ◆ Increases cooperation and equalizes learning.

Five years ago, research believed the information reached the brain and then in the emotional center of the brain. Harvard’s Joseph LaDue’s research says there is a stop before all the data is processed. He and other researchers discovered the power of emotion in learning. John Bargh said “in the first few milliseconds of our perceiving something we not only unconsciously comprehend what it is, but we decide whether we like it or not; the ‘cognitive unconscious’ presents our awareness with not just the identity of what we see, but an opinion about it.”

Daniel Goleman, author of *Emotional Intelligence*, says that “the amazing thing about such speedy emotional processing, (i.e. our ability to develop an emotional response to

something in as little time as 12/1,000 of a second (12 milliseconds), is that it actually results in what is called ‘Precognitive Emotion.’ This is a reaction based on neural bits and pieces of sensory information that have not been fully sorted out.”

Every learner comes to class with other things in/on his or her mind. The teacher must find ways to engage the learner so learning becomes prominent in the thought process. Natural wonder and curiosity can be more engaging than the best-laid lesson plan.

The concept of “paying attention” revolved around eye contact. It is much more complex. Ellen Langer of Harvard found students couldn’t focus exactly on what teachers want them to focus on. When variety is introduced into the learning cycle, retention rates are much better.

By interspersing interaction, movement, or hands-on activities you help the learner apply what they are learning to themselves. Allow” breathing time” in the learning schedule for each learner to reconnect with what this means to him or her personally.

How do we vary the perspective to help the learner get the maximum learning benefits? The easiest may be to change position in the room. Establish “anchor spots” for various activities.

Egocentric – Ask yourself what the learners see through their eyes?

Allocentric – How do students view the learning?

Retrocentric – Once learning session is over, what do you want them to carry away?

What learning experiences will accomplish that? (OBE)

There are three learning modalities – auditory, visual, and kinesthetic. Auditory learners are quick learners and have lots of side-to-side eye movement. Visual processors need to visualize the concept in order to process, talking is not enough; sometimes draw pictures to help understand. A kinesthetic learner is slowest processor; learn by doing. What do you need to do to honor every type of learner?

Following lunch the regions met again to work on the “global faculty” concept.

Danny Gales introduced the Canada/U.S cross-cultural teaching segment and spoke on the Canadian culture.

A recent Angus-Reed Poll came up with these statistics: 81 % of the people of Canada pray; don't read the Bible and say they believe in God and Jesus Christ. Over 80% of the children in Canada are baptized as infants. 89% of Canadians claim an affiliation with a Christian denomination yet only 25% attend regularly. Of those that attend, 16% claim they enjoy the experience. 74% disagreed with the statement “I am not a Christian.”

Some of the more unique Canadian issues include:

- Multi-cultural; but this might not be experienced by everyone who visits Canada. I.e. a person coming to Nova Scotia would not experience it, but going to Toronto you would. Some unique multi-cultural areas include Toronto, Winnipeg, and Vancouver.
- Quebec is a distinct society where the common language is French. There are also various cultures and languages present
- The North American Native (aboriginals) is also a distinct society.

- Innuits are the aboriginals of the North
- A Strong Rural Culture – tend toward conservative and resistant and tend not to accept outsiders.
- Winter is cold! - But very different across the country. Summer is hot! We have four full seasons in all the areas of Canada
- Urban people.
- Pluralistic – accepting of all religions and cultures.
- Technological. The youth of our country are raised with the Internet, and other technological advances as being normal.

Cultural characteristics include:

- ❖ We are conciliatory and dispassionate. We tend to be “irenic” or peaceful in our approach. We are more oriented toward discussion than to confrontation.
- ❖ We are post-Christian. You are coming to a country that is post-Christian; drifting away from being “Christian” in its behavior. There is an absence of young adults in church.
- ❖ There is a tendency to not naturally connect an understanding of God with living life.
- ❖ In Canada you really have to collaborate if you are going to get anywhere. We do not try to assimilate but keep our multi-cultures distinct.
- ❖ Our population is very hungry for spirituality but many do not see the church as being relevant to fulfilling that need.
- ❖ Few families have more than two generations living in one community.

Ron Benefiel gave an overview of the culture in the United States.

We often believe there is no culture but ours or no way of thinking but ours. We don't compare ourselves to any other culture. We are the center of our universe. If we are to talk about America, it is *us*. So everything else is a subset or defined relative to us.

Ron talked about the historical contributors to American culture as well as the contemporary contributor to the current culture. He outlined the competing values, primary values and secondary values in American culture.

He offered these descriptive statements:

- We think of ourselves as hard workers but we are also lovers of leisure, entertainment, sports.
- We think of ourselves as having earned what is ours but we are also people who are Wall Street speculators and lottery ticket buyers.
- We think of ourselves as generous and charitable but we are also very self-centered. When it really comes down to it, less than 2% of our income is given to all charitable causes.
- We think of ourselves as the land of opportunity but we are also guilty of systemic injustice.
- We think of ourselves as having a cosmopolitan worldview with our high levels of education and our experience with travel but we are also ethnocentric, protectionist, imperialist.
- We think of ourselves as loyal, brave and true but we are also suspicious of authority.
- We think of ourselves as hospitable and inclusive, after all there are more immigrants that have come to our shores than any other, but we are also

xenophobic and much of our litigation and legislation has to deal with how we can be protecting our white Anglo culture.

- We think of ourselves as not wealthy and actually thrifty but we are also consumerist and conspicuous consumption that has gone to extraordinary depths.
- We think of ourselves as Christian, or at least religious, but we are also very secular.
- We think of ourselves as rugged pioneers but we are also lovers of comfort and avoid pain at all costs.
- We think of ourselves as democratic idealistically but we are promoters of democracy in undemocratic ways.

David Strawn spoke about performance evaluation and culture in the classroom. What might you expect from our students in connection with performance? I'm interested in competition and cooperation. In some areas there is extreme competition on our campus. For example, only 40 students are accepted into the sophomore year of the nursing program and there will be 100 students admitted into the nursing program as freshman.

On the other hand, there is a tremendous move on our campus, and the Burns have helped us see it, to use collaborative learning. There are a large number of our classes that are taught in small groups where the instructor breaks the class into groups of four. One of the reasons why, is that the first thing that happens when students walked out of class they quickly got together and talked about what was it the instructor said, help me understand it. So we now do that in the classroom and help them teach each other and teach the teacher.

Clair McMillian, on time, says that Canadians are driven in regards to time. People in Canada hate to be late to anything – even to social occasions where many people think it is most appropriate to come a few minutes late. Many Canadians will get there early.

LeBron Fairbanks said we often talk in our denomination about a God called ministry. He is talking with his faculty about a God called faculty member. The majority of his faculty feels as called as he does to that institution. He operates out of that perspective. The purpose of MVNC is to shape servant leaders who will make a difference in the 21<sup>st</sup> century. That is our vision – to share servant leaders to make a difference. He asks faculty, staff and students how can we so live together as Christians so that our relationships are redemptive and a witness to unbelievers of the reconciling work of God in Christ.

David Neale of CNUC says that visiting professors would be warmly welcomed. The CNUC students are very open hearted and would be excited to welcome anyone from another culture.

In the classroom the teacher does not benefit from an automatic sense of respect or authority. It has to be won on a class-by-class basis. If the students feel the teacher is concerned about the students they will be warmly welcomed.

Education in Canada is a consumer product. The students are very sophisticated consumers and demand very high standards. They expect to get the very best education they can for the money.

There are no hard and fast rules regarding social distance. The students will follow your lead. There is some danger if you are too “chummy” It is important to be very careful about touching students. The reasons are not religious but legal.

Murray Sandell came from the public schools to the university setting. Teachers are usually addressed by their title; however, there are exceptions. Teachers are not perceived as always right – student may disagree or argue within reason. Teachers must know the subject and be prepared to assess the students fairly. Students are expected to do their work and be punctual. Variety in teaching is necessary. There seems to be a return to conservatism – back to basics.

Diane LeCler – there is no one-way to teach in the United States. The students expect to be won by the teacher and it must be done quickly. Win their hearts on the first day then teach their minds. Students are looking for caring, transparent, genuine persons.

Issues of social distance and privacy are extremely regional and to a degree personal. Some professors close their door and only see students by appointments; others have an open door policy.

Dean Blevins says mentoring is possible on a college campus. There is confusion about what to call the professor.

Donna MacMillan says that teacher student interaction is less formal in Canada but gets closer as the students get older.

Gary Waller – Student participation is almost considered a given. If not given to the student, they will take it. Atmosphere at NNU is informal. Gestures and humor are allowed. There is no subject that is off limits. Students look to professors for some parenting and hugs are given freely. Teachers have tremendous desire to mentor.

David Strawn mentioned the rights of women and the way they are treated and respected is a very serious, critical issue on their campus. They try to be very inclusive. Another important issue is sexual harassment. Their faculty is instructed not to hug or touch the student.

In closing, Danny thanked the panel for their participation.

Following the evening meal, the African Impact team ministered to the participants.

Respectfully submitted,

Diane Miller  
Recording Secretary