

Educational Guidelines

SUMMARY

Teaching has been central to the life of the people of God from the earliest times. Across the centuries, the function and method of teaching has varied widely. The educational methodology of Kerygma incorporates the best of current educational theory. The Leader's Guide for each course provides a variety of ideas and strategies for effective teaching. The educational guidelines identify the approach of the educational methodology of The Kerygma Program.

1. Each study resource that is published by The Kerygma Program will include a *Resource Book* and a *Leader's Guide*. The Resource Book will be prepared by a knowledgeable scholar who is also a skilled communicator through the written word. The Leader's Guide will be prepared by an educator/writer who is able to translate the contents of the Resource Book into manageable session plans that can be implemented by committed leaders.
2. The Bible is the *primary* text for study. The Resource Book serves as a guide for each participant, including the leader. The Leader's Guide serves as a basic planning resource for the group leader.
3. The Kerygma Program study resources will be written in such a way that persons will be helped to
 - learn the basics and the complexities of the literature of the Bible;
 - develop skills for interpreting Scripture; and
 - apply learning from the Bible to personal and corporate contemporary situations of faith and life.
4. A Leader's Guide will seek to maintain a balance between (1) *providing* the basics of what the leader needs to guide the group effectively, and (2) *encouraging* the leader to revise, adapt, add to, and/or introduce his/her ideas into the session plans.
5. Leaders will be seen as persons who guide, enable, and facilitate a group of learners in the process of exploring the Scriptures. Kerygma groups are led, not taught. A leader is a learner among learners. Leaders will be expected to commit time and energy to careful preparation of their own session plans, to reading supplementary resources and to arranging the learning environment.
6. All session plans will be derived directly from the content of the Resource Book. No activities or resources will be presented for their own sake, but rather as a means for interpreting the content of the Resource Book and to engage learners with that content.
7. In a series of session plans (units or course of study), a variety of strategies will be utilized in order to maintain the interest and motivation of the learners. The variety of strategies should appeal to several senses; use individual, small group, and large group activities; alternate between deductive and inductive activities; use various audio/visual resources; and arrange the environment in different ways.

8. In each part of each session plan there will be alternative suggestions of ways to approach a subject. The alternatives will represent the following: inductive, as well as deductive activities; activities that can be done quickly, as well as those that take more time; activities that can be expanded, as well as those that can be shortened; activities that are verbal, as well as those that are visual; and activities that engage persons in pairs, triads, small groups, or in large groups.

9. Leaders, as well as participants, are persons who have questions of their own, who are motivated by their own unique situations, who bring their own resourcefulness in terms of knowledge, skills, and experiences, and who have their own needs and interests regarding study of the Bible. Given this understanding of leaders and participants, The Kerygma Program study resources should not be presented in a rigid, dogmatic way. They should engage the leader and the participants in a process of dialogue: with the Bible, with the Resource Book writer and with one another in the study group.

10. The Kerygma Program study resources will seek to implement the best of what is known about effective, participatory adult education. Among the principles to be taken most seriously are:

Adults are responsible for their own learning. Therefore, it is important not to develop dependent relationships whereby the learners look to the leaders as the authority and primary source of information.

Adults learn best when they can participate directly in the process of their own learning. Therefore, opportunities should be provided in each session for participants to make decisions about what and how they will learn, and to interact with subject matter and other learners.

Adults represent a variety of learning styles as well as different stages of physical, emotional and spiritual development. Therefore, learners will be related to individually without assuming that all adults are the same. Learners will be encouraged to work at their own pace.

Learning is reinforced best when adults have the opportunity to practice skills and to express ideas in their own words. Therefore, in each session there will be opportunities to practice particular skills and to express personal insights.

Learning occurs within an environment of trusting relationships. Therefore, it is important to develop a process whereby persons will be encouraged to share feelings, needs, and concerns as well as information and ideas. In such a setting participants will be helped to become caring about and supportive of one another.

With adults it is not necessary to use competitive activities to motivate them to want to participate and learn. Therefore, the activities and resources will represent a cooperative, collaborative style of learning.

Adults who have positive self-concepts are less threatened by new information and experiences. Therefore, leaders will be encouraged to use strategies that enhance a person's sense of self-worth.

Adults will increase their knowledge and skill to a greater extent when they gain a sense of satisfaction and experience success in those activities that are planned for them. Therefore, the session plans of The Kerygma Program study resources will present a variety of activities that are designed to enable participants to achieve satisfaction and success.