

Ministry with Adults: Discipleship across Generations and Life-Stages

Course Description:

This course is an examination of adult developmental life cycles (including transitions); with attention given to specific ways the congregation can minister to adults in each life-stage. Students conduct contextual studies on particular areas of adult programming such as ministry to singles, ministry to women, ministry to senior adults, etc. The impact of motivation and learning theory on the improvement of instruction and learner achievement is considered. Models of effective church and parachurch programs to adults are studied.

Learner Outcomes: Students taking this course will be able to:

- Delineate the formative cultural backgrounds, needs and church ministry responses for Bridgers (Birth in the 1980's & 1990's), Busters (1960's & 1970's), Boomers (1940's & 1950's), and Builders (1920's & 1930's).
- Understand the characteristics of adults in the following life stages: between families stage, single person stages, neo-marital stage, neo-parental stage, young children stage, single parenting stage, couple only stages, first teenager stage, empty nest stage and retirement stages.
- Research adult learner needs and preference utilizing focus groups methodology.
- Explain how key motivational factors impact adult learning.
- Develop enthusiasm for facilitating active adult learning.
- Select appropriate teaching methods for adult discovery learning.

Required Textbooks:

McIntosh, Gary. *One Church, Four Generations: Understanding and Reaching All Ages in Your Church*. Grand Rapids, MI: Baker Books, 2002. ISBN 0-8010-9137-3 [Hereafter referred to as OC, FG]

Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn*. San Francisco: Jossey-Bass, 1999. ISBN 0-7879-0360 [Hereafter referred to as EAML]

Course Assignments:

1. **Reading:** Two textbooks and several articles for a total of 600 pages of reading. This is averaged to 20 hours of time to complete the reading (30 pages per hour). Certain chapters should be read when assigned. A reading report will be due by the end of the last class session.

2. **Attendance:** The *working groups* nature of this course and supplemental presentations highlight the need for student participation (31 hours) [10% of grade].
3. **Homework:** Eight to ten hours of homework is anticipated to prepare for each day's learning requirements. Faculty course expectations are 30 hours in class and up to 90 hours of homework. To accomplish this in a two week intensive, preparation for the next day's requirements will take 8-10 hours. Precourse reading would be beneficial to ease daily load.
4. **Enhancing Adult Motivation to Learn Interactive Report – Part 1:** Complete the Discussion Preparation Guide—see questions and instructions on page 7 of the syllabus. (5 hours) [10% of grade].
5. **Enhancing Adult Motivation to Learn Interactive Report – Part 2:** Complete the Discussion Preparation Guide—see questions and instructions on page 8 of the syllabus. (5 hours) [10% of grade].
6. **Four Generational Cohort Reports:** Conduct four separate one-hour focus groups (5-8 people per group). One interview will be with Bridgers (1980's & 1990's), a second with Busters (1960's & 1970's), a third with Boomers (1940's & 1950's), and the fourth with Builders (1920's & 1930's). Arrange for a one-hour interview to determine the following:
 - What is life like for people in this life-stage?
 - What is important to people in this life-stage?
 - What are the positive experiences that can happen in this life-stage which may be unique to this period?
 - What are the potential crises for adults in this life-stage?
 - What should be included in a congregation's ministry to people in this life-stage?
 - How can the Church reach unchurched people in this lifetime?

You may conduct the interview by yourself or with one other classmate. To add from the information you pick up through the focus groups, conduct a web search on each generation. Use up to three hours to locate other facts about each cohort. With the data from your interviews and web searches, write a minimum of 1,000 word (four-page) report (single-spaced, bulleted sub-points) on each generational cohort. Each student is responsible for a personal (non-collaborative) report drawn from his/her own interview notes. See course schedule for due dates on each of these reports (10 hours allotted for each interview, web search and writing of the report) [10% of grade per report].

7. **Life-Stage Presentation and Report:** Utilizing information gained through interviewing, textbook readings, library and web research, a class presentation and a seven-ten page paper will be written on an approved life stage. See course schedule for due dates for these plans (16 hours is allotted for the research and writing of the paper) [30% of grade].

The paper should address the following:

- General descriptions of the stage
- Positive experiences of the stage
- Potential crises of the stage
- Related Scriptures
- Church supports (programming and/or personal)

8. **Alternate Assignment:** If you are unable to complete one of the focus group interviews, select a recently published book that describes a particular adult population group. The 750-biblical examples of people in this stage word, (minimum) report should follow the format below:

Author, Title, Publisher, Date

Audience

Thesis

Valuable insights, principles, concepts (this section should be at least 1.5 pages in length)

Strengths and weaknesses

Grading:

Attendance and Participation	10% of grade
<i>EAML</i> Interactive Guide, pt. 1	10% of grade
<i>EAML</i> Interactive Guide, pt. 2	10% of grade
Focus Group Reports (10% per report x 4)	40% of grade
Life Stage Presentation Report	30% of grade
Total:	100%

The professor will ascribe:

- An “A” if the assignment is met with excellence and distinction.
- A “B” if the assignment is in general above average.
- A “C” if the assignment is satisfactorily completed.

The student’s course grade will be the total of all assignments, based on the scale below:

A+	98%	B+	88%	C+	78%	D+	68%
A	95%	B	85%	C	75%	D	65%
A-	92%	B-	82%	C-	72%	D-	62%
						F	Below 62%

Accessibility: Please contact the instructor as soon as possible if disability-related accommodations are needed. Accommodations for students with documented disabilities are set up through the Office of Disability Services. Contact Kathy McGillivray, Director of Disability Services, at (651) 635-8759.

COURSE SCHEDULE

Date	Subject	Assignments
Sept 5	Biblical and Theological Foundations Adult Faith Journeys Discipleship and Adults Approaches to Adult Ministry	Sign up: Life Stage Presentations
Sept 6	Motivation and Adult Learning	Read: EAML, pp. 1-178 Due: Interactive Report on EAML, Part 1
Sept 7	Enhancing Adult Learning	Read: EAML, pp. 179-343 Due: Interactive Report on EAML, Part 2
Sept 8	The Bridger Generation Between Families Stage	Read: OCFG, part 4 Due: Bridger Cohort Report
Sept 11	The Buster Generation Neo-marital stage Neo-parental stage	Read: OCFG, part 3 Due: Buster Cohort Report
Sept 12	Single Person Stages Single Parenting Stages	Read 4 four issues of SAM Located on-line at www.cookministries.com/events/sam_ journal
Sept 13	The Boomers Generation First Teenage Stage Empty Nest Stage	Read: OCFG, part 2 Due: Boomer Cohort Report
Sept 14	The Builders Generation Retirement Stages	Read: OCFG, part 1 Due: Builders Cohort Report
Sept 15	Generational Convergence Death? The Final Transition	Read: OCFG, part 5

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DISCUSSION PREPARATION GUIDE

Raymond J. Wlodkowski's *Enhancing Adult Motivation to Learn* -- Part 1

1. Rank your effectiveness regarding *The Five Pillars* of motivated instruction. What contributes to your effectiveness in your highest area? What limits you in your lowest area?
2. Rank yourself from 1 to 7 on the "Eight Indicators of High Teacher Enthusiasm." What could you do to strengthen particular areas:
 - *Rapid, uplifting vocal delivery*
 - *Dancing, wide-open eyes*
 - *Frequent demonstrative gestures*
 - *Varied, dramatic body movements*
 - *Varied, emotive facial expressions*
 - *Selection of varied words, especially adjectives*
 - *Ready, animated acceptance of ideas and feelings*
 - *Exuberant overall energy level*
3. To which of the "Six Potential Destroyers of Enthusiasm" are you most susceptible? What can you do about it?
4. Answer the four questions on p.83 in the context of your teaching or church situation.
5. Assess yourself on the 13 strategies for Establishing Inclusion.
 - A= Am comfortable and engage this practice routinely
 - O= Often utilize this strategy
 - S= Sometimes utilize this strategy
 - N= Need to give greater attention to their strategy
6. Wlodkowski explains seventeen strategies for *helping adults develop positive attitudes toward learning*. Which two are the most important to you? Provide examples of how you have used them. Which strategy do you use the least? Why?
7. Which of the strategies can you best leverage in your teaching? Why?

*Your reactions are for the maximum benefit of small group discussion. They should be word-processed and approximately 1250 words in length (5 pages). Submit to the professor after class utilization.

Circle the chapters read: 1 2 3 4 5

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DISCUSSION PREPARATION GUIDE

Raymond J. Wlodkowski's *Enhancing Adult Motivation to Learn* – Part 2

1. The author uses seventeen strategies to *enhance meaning in learning activities*. Provide a personal example of how you use one strategy in each of the following areas:
 - ***Attention***
 - ***Interest***
 - ***Engagement***

2. Using *Guiding Critical Questioning* (p. 216), write five biblical/textual discussion questions.

3. Write a one-paragraph case study on a ministry situation.

4. Wlodkowski prescribes strategies for energizing competence among adult learners. Which are the most easily implemented in the education ministry of the church? Which are the hardest to implement? Should assessment be a part of Christian education in a congregation?

5. What are the implications of *Multiple Intelligences* in disciple – making in the local church?

6. What for you was the most beneficial aspect of Wlodkowski's book? How might you enhance mastery of this material?

*Your reactions are for the maximum benefit of small group discussion. They should be word-processed and approximately 1250 words in length (5 pages). Submit to the professor after class utilization.

Circle the chapters read: 6 7 8 Epilogue Appendix

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