Backward Design in the Education Training of Parish Pastors

by

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Field Project

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Abstract

Backward Design, one component of the broader Understanding by Design framework, begins by defining the desired course outcomes and then creates assessments and instruction that align with those outcomes. The success of backward design in teaching adults, vocational training, and preservice teacher training suggests that learners would also receive it well in specific courses at Wisconsin Lutheran Seminary as they are young adults, training for a particular vocation that requires teaching ability. This project attempts to utilize the Backward Design process in one unit of the Senior Education course at Wisconsin Lutheran Seminary. The intent is that lesson planning with the end goals in mind will provide a coherent learning experience and better enable the skills learned to transfer to the learners' first ministry context.

Acknowledgments

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Chapter I: Introduction

Identifying the Issue

Wisconsin Lutheran Seminary (WLS) is a professional school with one intended purpose: to train students for careers as parish pastors in the Wisconsin Evangelical Lutheran Synod. When students graduate, the Seminary assures the synodical assignment committee that the graduate possesses the skills required of a parish pastor. Along with other disciplines, courses in practical theology prepare students for such work. Practical theology includes courses in homiletics, counseling, evangelism, and education. At Wisconsin Lutheran Seminary, when a student receives satisfactory grades in the required courses, he is considered competent in that area of study and ready, from an academic standpoint, to be recommended for assignment into the parish ministry.

However, receiving a satisfactory grade in the classroom is only a partial indicator of competency. Competency means not only acquiring and demonstrating skills during training but also successfully transferring those skills to a new environment (Wiggins & McTighe, 2005). To produce competent candidates, by that definition, it is vitally important that we carefully define the skills that are needed. In our Education Department, those skills are not currently explicitly defined. The Seminary still produces qualified pastor-teachers because those skills, if unstated, are at least understood by both teacher and student on a course level. For example, it is understood that pastor candidates need to be able to prepare and present a Catechism class or an adult Bible study to be presented for assignment. That understanding has been, and remains, foundational to the curriculum planning and the assessment of the Education curriculum.

However, our Education department has not moved beyond the understood proficiencies and explicitly stated which skills enable a candidate to prepare and present a Catechism class or an adult Bible study.

Importance of the Project

We have the starting point for effective curriculum design when we carefully define the desired skills at the course, unit, and daily instruction levels. After we answer "What are the outcomes we desire?", we can then answer, "How will those outcomes be assessed?" and then finally, "What learning experiences need to be included to accomplish those outcomes?" (Wiggins & McTighe, 2005; Michael & Libarkin, 2016). This process is known as backward design.

Because ED3061-Educational Programs for Children, Youth, and Adults prepares students for teaching, an aspect of the ministry that requires a public demonstration of skills, the students of this course will benefit from the specific naming of those skills and a unit plan that intentionally seeks to develop them. Furthermore, students will benefit from this unit because they will see cohesion between goals, assessments, and classroom learning. Finally, they will benefit from seeing the backward design process modeled in class. They will be equipped to incorporate backward design into their teaching, enabling WLS to send out more education-literate pastors to serve the congregations and schools in our church body.

Project Goal

This field project seeks to answer the question: What effect does backward design have on the motivation and engagement of seminary students as they prepare to take on

the teaching responsibilities involved in being a parish pastor? The seminarians studied in

this project were enrolled in ED3061-Educational Programs for Children, Youth, and

Adults, a one-semester, three-credit course for seniors at Wisconsin Lutheran Seminary.

This field project consists of a unit plan for the course portion that deals with adult Bible

study. The author serves as both the instructor for the course and as the conductor of this

field project.

This project aims to use backward design in the instructional design process to

help our classroom instruction at WLS align more closely with ministry skills that pastors

use in the parish regularly. To achieve that goal, this field project asks the question: What

effect does backward design have on the motivation and engagement of seminary

students in their education training?

Chapter II: Literature Review

Introduction

The students in ED3061 find themselves in a unique educational place. They have a year of practical experience in the parish context gained through their vicar year. However, having received that taste of the ministry, they are now back in the classroom for a final year of learning. They are full-time students in an educational setting that is not unlike the one they have been in for the better part of two decades, but they are also adults, both in age and level of maturity. Backward design is particularly appropriate for teaching adults. A survey of the literature reveals both significant benefits and significant challenges to unit planning via backward design.

The Dovetail of Backward Design and Andragogy

Backward design is one component of Wiggins and McTighe's Understanding by Design (UbD) instructional approach. There are three stages in the process—1) Identifying the goals. 2) Planning assessment to measure the achievement of those goals. 3) Designing instructional experiences to achieve the goals (Wiggins & McTighe, 2005). This project does not make use of every aspect of the UbD approach. This project uses only backward design for unit planning because it emphasizes the learners' understanding and can transfer it to a new context outside the classroom (McCartney & Tkatchov, 2021). The matter of transfer is crucial to learners who will soon be teaching in their congregations.

The concept of andragogy, or the teaching of adults, was popularized in the 20th century by educational theorist Malcolm Knowles, who proposed six characteristics that

make the adult learner unique (Knowles et al., 2015). Two of those characteristics are

significant in this project: the learner's need to know and readiness to learn.

The adult learner needs to know the purpose of their learning and how they will

benefit from it (Knowles et al., 2015). Bain (2004) recognized that this is especially true

for post-secondary students. The need to know is often occasioned by a transition in life

or a crisis the learner faces (Knowles et al, 2015; McCartney & Tkatchov, 2021). Having

gone through their vicar year, the seniors at WLS possess a "need to know" as they

realize from experience the gap between where they are and where they want to be as

teachers.

Moreover, because they will serve as parish pastors and regularly teach in just a

few months, they come to class ready to learn. The research of McCartney and Tkatchov

(2021) states that the sequence of events in backward design "provides a structure…for

when and how designers can apply ideas from Knowles' andragogical learning process

model."

Importance of Goal-setting in Education

Starting curriculum design with goals offers additional benefits for learners. When

goals are explicitly stated, the learner can measure their progress about them (Chappuis,

2019). Seeing that a goal is within reach and then achieving that goal produces

self-efficacy and motivation for continued effort (Pajares & Schunk, 2001). Goal-setting

benefits the teacher as well. When teachers start their instructional planning with the

lesson's goals in mind, they can then make informed decisions regarding which

instructional content is necessary to reach those goals and the appropriate tools needed to

deliver that content (Mager, 1962). Furthermore, goals are necessary to assess the learners' progress (Mager, 1962; Chappuis, 2019).

Goal-setting in curriculum design allows the teacher to avoid what Wiggins and McTighe (2005) call the twin sins of teaching: covering material at the expense of understanding and student activity that does not serve a purpose. The backward design process creates cohesion between the desired skills at the end of instruction and the learning experiences employed during instruction (Wiggins & McTighe, 2005).

The Success of Understanding by Design

The research often addresses backward design as part of the UbD approach. Ulicinar's meta-synthesis of qualitative studies on Understanding by Design (2021) indicated the framework's success in a broad range of subjects. The success of UbD was seen in exam scores (Paesani, 2017; Bopandikar, 2018; Rubica, 2018; Acar et al., 2019), and favorable reception by students (DiMasi & Milani, 2016). Research has shown that backward design in particular has had a positive effect on student motivation because it encourages teachers to set clear goals that allow students to see their progress (Zhou, 2015), to provide learners with learning activities that focus on those goals (Yurtseven & Altun, 2017) and to provide learners with real world tasks (Yurtseven & Altun, 2017; Rubica, 2018).

Research on the use of UbD and backward design covers many fields of professional teacher training, including the training of both pre-service and experienced teachers in the fields of Clinical Law (Mlyniec, 2012), Biology (Bopardikar et al., 2022), Music (Armes, 2020), Social work (DiMasi & Milani, 2016), and Pharmacy (Wright et al., 2018). These studies revealed that the benefits of UbD for teachers are also

well-documented, including a greater awareness of the overarching goals of their course (Bopandikar et al.,2022), a more defined vision of their role in the classroom (DiMasi & Milani, 2016) and increased, open communication between teachers and other stakeholders like department heads (Paesani, 2017; Wright et al., 2018). Bopandikar et al. (2022) also found that training in UbD made teachers more likely to plan learning activities specifically designed to lead learners to the stated outcomes.

Whereas most seminaries educate individuals from multiple denominational backgrounds and for diverse professions within the church, WLS is somewhat unique in its training of individuals from a single church body for a single profession. Published research on the effects of backward design in seminary training is scarce, much less one that would be an apples-to-apples comparison with WLS. Nevertheless, professor of religious studies Christopher M. Jones found that UbD was beneficial for keeping course design centered on essential ideas and that UbD enhanced student agency because learners understood clearly why they were there and how they would be assessed (Lester, 2014). Research that supports the benefits of UbD, in turn, supports the benefits of backward design because backward design plays an integral role in UbD.

In summary, backward design is a wise choice for this project in teacher training because the success of UbD has been demonstrated in various contexts through its wide-ranging use in higher education, especially in the training of new teachers (Mlyniec, 2012; DiMasi & Milani, 2016; Wright et al., 2018; Armes, 2020; Bopardikar et al., 2022), and its successful implementation in religious studies courses (Lester, 2014).

The Shortcomings of Goals in Lesson Design

Backward design starts with goals, the things we would like the student to know or be able to do as a result of instruction. These are the learning outcomes. Hussey & Smith (2002) point out several problems with learning outcomes. First, an emphasis on learning outcomes promotes a managerial approach to education because those goals are often defined by an outside entity, apart from the teacher doing the instruction. This limits teacher freedom. Related to that, having goals requires an assessment determining whether or not the goals were met. This can make teacher accountability a priority over student learning. Hussey & Smith point out that learning outcomes hinder excellence by setting the standard of good work at a certain level. Students who can exceed the standard might settle for doing only the amount of work necessary to meet the goal. Finally, they state that although learning outcomes are meant to achieve clarity and precise assessment, they often prove unclear and impossible to assess accurately because they are challenging to write in a way that adequately meets the needs of diverse learners.

Other critics say that focusing on explicit learning outcomes may lead to ignoring emergent learning outcomes (Megginson, 1994; Marzano et al., 2001). From a student's perspective, learning outcomes may take the focus off of learning and instead reinforce the idea that education is merely about passing tests (Deneen & Boud, 2014). There also exists the possibility of the students not understanding what is being asked of them and not being able to achieve the desired outcomes as a result (Holmes, 2019). However, even those who remain unconvinced of the benefits of goal-based design admit that it has potential benefits (Cox et al., 1997; Hussey & Smith, 2002).

Challenges of Implementation

While ubiquitous in K-12 schools, curriculum revision that starts with the learning

outcomes has yet to receive widespread acceptance in higher education, including

seminaries (Michael & Libarkin, 2016). The reluctance can be traced back to the process

rather than disagreement with the idea (Gordon, 2007). Most higher education faculty,

while highly knowledgeable in their content area, do not have training in classroom

instruction or course design (McCartney & Tkatchov, 2021; Speer et al., 2022). Indeed,

this would include Seminary professors. Teachers and administrators need clarification

regarding what constitutes an outcome and how many are needed for their course.

Gordon (2007) notes that many higher education educators are unsure where to begin

defining goals and that a lack of quality examples contributes to the problem. A final

reason for the lack of implementation in higher education is that the redesigning of the

curriculum places additional work responsibilities upon teachers, many of whom already

carry many responsibilities (Ascough, 2011).

Inconsistencies in Terminology

Perhaps the biggest challenge to implementing backward design is the lack of

standard terminology in education. A survey of educational research reveals that

discrepancies exist even at this advanced level of writing (Allan, 1996). Despite their

significant differences, the terms learning goals, objectives, and outcomes are often used

interchangeably (Harden, 2002; James, 2020). One person might use the term "outcomes"

when what they have in mind corresponds more closely to what another person refers to

as "objectives." When there is no universally agreed-upon terminology, stakeholders talk

past each other, and it is difficult for widespread implementation to gain traction.

Ascough (2011) suggests a three-part definition. Learning outcomes refer to the overarching impact of the course. Outcomes are often intangible and, therefore, difficult to measure. Student outputs are measurable and refer to what the student is responsible for demonstrating to show that learning has happened. Course objectives refer to what and how the teacher will communicate their course responsibilities. Ascough's definitions correspond to the three stages of lesson design proposed by Wiggins and McTighe (2005) and are appropriate for this project.

Summary

The literature demonstrates that despite challenges that come with a goal-oriented approach, backward design coordinates well with the needs of adult learners and has produced successful results in other vocational training contexts. For the approach to be successful, it is vital to define not only the desired skills from the outset but to establish consistent terminology to be used throughout the lesson design process.

Chapter III: Implementation

Introduction

This project aimed to define the desired skills in teaching adult Bible study and then closely connect those skills to the classroom through backward design in lesson planning. The project was designed for students of ED3061, students who are typically in their final year of seminary training, and it was field tested in that course. There were 37 seniors enrolled in ED3061, ranging in age from 25-54, with 18 students in one section and 19 in the other. There was no textbook for the course. A daily in-class guide for each class was prepared by the teacher and shared with the students via Google Docs. The course was scheduled for three 50-minute class periods per week for the first half of the semester. The author was both the researcher and the instructor for the first half of the semester. 2023 was his first year teaching the course. The second half of the semester focused on all-ages education in the congregational setting and was taught by a colleague. The primary assessment for the course consisted of the student preparing a four-lesson Bible study, with one of those lessons being taught by the student to his peers. This in-class teaching consisted of 18 minutes of instruction and 7 minutes for peer review. Five class periods were set aside for this purpose. The classrooms were not equipped with flexible seating but were furnished with standard AV equipment. Students and teacher were equipped with laptops.

Procedures

The design process began with surveying course materials from previous course iterations. These materials primarily consisted of PowerPoint slides for each lesson, incorporating direct instruction and procedural notes. Information gathering continued in

conversations with departmental colleagues and the course's previous instructor

regarding the existence of any goals that were not already explicitly stated (i.e.in the

lesson slides). This first step aimed to provide a broad overview of the topics covered in

the past and to define the skills understood previously in determining competency.

Overall course outcomes were developed and cross-referenced with stated institutional

outcomes already in print (see Appendix A). According to the three-stage backward

design process outlined by McTighe & Wiggins (2005), overall course outcomes were

then used to plan the outputs (assessments) for the semester. The instructional objectives

(the in-class learning experiences) were developed last as the means to achieve the

outcomes and to prepare for the outputs.

The lesson plans were recorded using a template that was modified for this project

(see Appendix B). The template was modified to align with Understanding by Design

lesson planning terminology. This includes the addition of sections for a Big Question

and for the outcomes, outputs, and objectives of the lesson. Each finished lesson plan was

checked using an Understanding by Design rubric to ensure alignment between the

outcomes, the outputs, and the objectives. The lesson was then implemented in both

sections of ED3061.

The means of data collection were an end-of-the-unit survey and interviews. At

the end of the unit, a survey was administered to gauge student views on the course

learning goals and the degree to which they were met. The survey used a 4-point Likert

scale, and the data was gathered in Google Sheets.

Next, interview invitations were extended to 18 randomly-selected students,

representing 1/2 of the class. The interview consisted of four self-made questions (see

Appendix C) focusing on how the course demonstrated cohesion between the skills that constitute competency and the classroom instruction that fostered those skills. The follow-up interview questions also asked for the student's views on the effect of backward design on their engagement and motivation for the course. Interview documents were coded and analyzed for commonalities using a constant comparative method (Mertler, 2022).

Artifacts

The research question of this field project was: What effect does backward design have on the motivation and engagement of seminary students in their education training?

24 of the 37 students in ED3061 responded to the "end-of-semester" survey. Their responses indicated that they observed backward design's influence in the connection between the overall outcomes of the course, the outcomes of the individual lessons, and the instructional objectives implemented to achieve those outcomes. 24 of 24 respondents either agreed or strongly agreed that the overall goal (outcome) of the course was made clear. 23 of 24 either agreed or strongly agreed that the major project was closely aligned with the overall goal. 24 of 24 either agreed or strongly agreed that individual lessons contained clearly stated goals. 24 of 24 either agreed or strongly agreed that the learning experiences aligned with the lesson goals.

Survey responses also indicated that there is room for improvement. 6 out of 24 student responses indicated that the individual lessons did not afford learners enough opportunity to practice the skills necessary to achieve the lesson goals. 2 out of 24 student responses indicated that the individual lessons did not prepare them for the major project.

2 out of 24 students said that the skills would not readily transfer to the individual's first call.

While the survey results indicated that students thought that the outcomes were clearly stated and that the alignment between outcomes, outputs, and objectives was evident, the interviews revealed to what extent the principles of backward design had an effect on student motivation and engagement. Six of 18 students responded to the request for an interview.

Numerous interviewees indicated that the clear and practical goals gave them a greater than-average motivation to invest attention and time into the coursework. One said:"There was a strong practical element to most of the assignments and that provided a bit of motivation for doing the work. Ex. the Bible study we prepared for class is something we can take into our ministries." Another mentioned the sense of accomplishment that comes from having clearly stated goals. "I have an "achiever" personality, so after each lesson it felt like I was checking off an item of the course. and then being able to check them off at the end of the class period." This revealed an additional and unanticipated connection to Malcolm Knowles' adult learning characteristics: adult learners are task-oriented (Knowles et al., 2015).

A small minority of interviewees, however, responded that backward design had little or no effect on their motivation. One student reported, "I'm not sure it really changed my motivations. That said, I did see how it would relate to my ministry and I think that's a very beneficial thing as we are about to head out into the ministry." Another added that his motivation was the same for all of his courses, "Honestly, I don't think (backward design) made a large difference in my motivation, it just made the class feel

more purposeful and clear. At this point in my learning career, my motivation to do every

class seems the same. I know what I want to do/be in the ministry and each class is part

of that goal!"

Backward design's focus on transferable skills was evident to interviewees. One

remarked that the "class time used on working through SETPI (adult learning principles)

and forming good questions helped in a major way." Another echoed appreciation for the

review of question writing: "I felt much more comfortable writing an adult Bible study

after this class. I definitely needed to review the basic principles of question writing and

how to divide a lesson. This class cemented those principles and added great insights."

Students most often mentioned applying unique adult learner characteristics,

applying handout and slide design principles, and designing questions as the skills they

felt would transfer to teaching adult Bible study in their first congregation.

Regarding engagement, many expressed that backward design's focus on practical

goals kept them engaged. One interviewee related: "The backward lesson design

approach created a learning environment where it was always very clear what was being

taught and very practical in explaining how these principles/skills would serve adult

education." Learners felt that not only the practical goals but also the careful explanation

of the rationale for the in-class instruction provided both motivation and engagement

because it enabled them to see how the skills they were practicing in class aligned with

the skills they would be using in the parish. "We went through different principles of

adult education and then actually made an example using those principles."

After expressing appreciation for the design and implementation of the classroom

instruction, one individual mentioned, however, that backward design and its regimented

implementation made the course almost rigidly deductive. In other words, the precise direction of goals and corresponding instruction did not leave room for inductive, student-discovered, "a-ha" moments on the part of the learner. "It left me as a learner feeling a less than average personal investment/involvement in the learning" This would corroborate the criticism mentioned earlier that backward design has the potential to limit emergent learning outcomes (Megginson, 1994; Marzano et al., 2001).

Results

The design process began with the development of overall course outcomes in light of previously stated institutional outcomes. The overall course outcomes were then used to plan the outputs (assessments) for the semester. The instructional objectives (the in-class learning experiences) were developed last as the means to achieve the outcomes and to prepare for the outputs. The lesson was then implemented in both sections of ED3061. At the end of the unit, a survey was administered to all students in order to gauge student views on the course learning goals and the degree to which they were met. Finally, follow-up interview invitations were extended to 18 randomly-selected students, representing 1/2 of the class. Six students responded to that request. Responses were coded and analyzed for commonalities using a constant comparative method.

It is my conclusion that backward design produced more significant amounts of motivation and engagement than course design that incorporates a more traditional approach. Both the survey and the interviews indicated the positive effect of backward design. The learning outcomes considered during the planning process to be the most important for transfer were the learning outcomes that the learners felt would be the most likely to transfer.

Chapter IV: Reflective Essay

Introduction

Preparing candidates for the pastoral ministry entails instilling students not only with a love for God's Word and God's people, but also with the ministry skills that pastors use in the parish regularly. This project has endeavored to help our classroom instruction at WLS align more closely with those ministry skills by incorporating backward design in the instructional design process. This field project seeks to answer the question: What effect does backward design have on the motivation and engagement of seminary students as they prepare to take on the teaching responsibilities involved in being a parish pastor?

Conclusions and Recommendations

The student surveys revealed 23 of 24 respondents were in agreement that the learning goals were clear, that the major course assessment measured those goals, and that the in-class learning experiences aligned with those goals as well. This demonstrates that the key points of backward design were evident to the students. All 6 of the follow-up interviews indicated that the practical nature of the goals-focused learning process kept them engaged throughout the course, and 4 of the 6 indicated increased motivation for the coursework compared to courses designed without a goals-focus.

This supports prior research (Zhou, 2015; Yurtseven & Altun, 2017; Rubica, 2018) that backward design results in greater student motivation and engagement. It suggests that backward design could result in greater student motivation and engagement in other courses, as well. This is especially worth consideration for seminary courses that

are intended to teach skills used often in the parish ministry like teaching, preaching, counseling, and evangelism.

Backward design focuses heavily on defining learning outcomes and clearly communicating to learners the skills that they will possess when their time in class is completed (Wiggins & McTighe, 2005). All of the assessments and the classroom instruction leading up to the assessments point to those practical outcomes.

Additionally, all of the students in ED3061 were in their last semester of their last year of pastoral training. In a matter of months, they would be beginning at their first parish and using the skills taught in ED3061. It is not surprising that learners have increased motivation and engagement when the subject matter is skills that they will use regularly and use soon. Because backward design puts those skills at the forefront of learning, it is well suited for course design at Wisconsin Lutheran Seminary.

It is true that students could have been motivated by factors other than the skills-focus of backward design. Some could have been highly motivated as students in all their courses. High motivation and engagement could have been the result of other factors like teaching style or a preference for Education as a course subject.

Recommendation #1: Based on these findings, WLS should explore ways to incorporate backward design into their courses, especially applied skills courses.

The present research further showed that backward design contributed to a positive teaching experience for me personally as a new teacher without formal teacher training. This suggests that other teachers on the faculty of WLS could benefit from learning about backward design.

All of the professors on the WLS faculty are trained vocationally to be parish pastors, not professional educators. Additionally, at the beginning of the 2023-24 school year, 13 of the 19 professors on staff at WLS have less than 10 years of experience in the classroom as teachers. 9 of 19 have less than 5 years of teaching full-time.

Based on my experience, backward design instills confidence in the new teacher. For example, the teacher can feel confident that he has a sound pedagogical plan for his lesson. There is no training in educational methodology or lesson planning that one receives when he begins at the Seminary as a professor. The research is ample showing the effectiveness of backward design on student achievement (Paesani, 2017; Bopandikar, 2018; Rubica, 2018; Acar et al., 2019), its favorable reception by students (DiMasi & Milani, 2016) and its positive effect on student motivation (Zhou, 2015;Yurtseven & Altun, 2017; Rubica, 2018). Backward design provides a proven structure for untrained teachers to plan learning units and individual lessons.

The teacher can feel confident that he is spending precious class time on the topics most important for his learners. Backward design forces the teacher to prioritize the most important concepts of a particular learning unit and lesson (Wiggins & McTighe, 2005). This is important because there is continually more material than there is time for a particular lesson.

The teacher can feel confident that his assessments (outputs) will correlate with the desired skills stated in the course syllabus (outcomes). Written tests are only one form of assessment, but they are often the "go-to" for teachers who are new and without specific teacher training. Students may understandably feel frustrated when expectations for assessments are unreasonably broad (e.g. "The test will be on everything we've talked

about in class for the last nine weeks") or when the assessments ask for details that received comparatively little time and attention during class. Backward design derives assessments directly from stated learning goals, so using backward design allows the new teacher to be sure that the course's outputs match up with the course's stated learning outcomes.

Finally, the teacher can feel confident that his classroom instruction will correlate with the student assessments. Backward design helps to answer the question of how to appropriately use class time by asking a corresponding question: What will get the students most ready for the assessments? If the assessments have been already aligned with the overall learning goals (see previous point), there is now an alignment between the overall goals, the assessments, and the actual classroom instruction.

A limitation of the study was that the benefits were only experienced by one teacher in one course. Further research should be conducted to determine the effectiveness of backward design for professors who have different levels of teaching experience, as well as how backward design affects courses that are not skills based.

Recommendation #2: Based on these findings, WLS should offer professional development that trains teachers in educational methodology with an emphasis on backward design.

Both in surveys and in interviews, the majority of students indicated that having clear and explicitly stated learning outcomes had a positive effect on the student's feelings about the course. This finding suggests that having clear and explicitly stated learning outcomes could have affective benefits for students in a wide range of other courses at WLS.

Learning outcomes give both the teacher and the students direction for a learning unit (Wiggins & McTighe, 2005). The students at WLS are adult learners. According to Knowles et al. (2015), adult learners have a need to know, a readiness to learn, and are task oriented--characteristics that are well served by having clear and explicitly stated learning outcomes (McCartney & Tkatchov, 2021). WLS currently does not have learning outcomes explicitly stated for every course, nor does every department have overarching learning outcomes for its area of learning.

One limitation of this study with regard to learning outcomes is the skills-based focus of ED3061. The students were largely assessed based upon their development of a Bible study and their in-class teaching of that Bible study. In other words, the component skills were taught in each class period, and those skills were then united in the major assessment for the course: the in-class teaching. While still challenging, it was comparatively easy to develop learning outcomes with a subject that had a performance-based assessment. Courses that are more information focused, with many important points made covering a wide range of topics during the course of a lecture hour, may prove more difficult when trying to define a limited number of focused learning outcomes.

Recommendation #3: That every course at WLS regardless of theological branch should create course-level learning outcomes, and where applicable, department-level learning outcomes that align with the already defined institutional learning outcomes.

Finally, this study revealed to me that writing effective learning outcomes is a challenging endeavor. Once again there are implications for a faculty that is not

teacher-trained. In order to write effective learning outcomes, my colleagues at WLS will need specific guidance in how to do so.

Typically, professional educators have national, state, or local curricular standards to use as a starting point in writing the desired learning outcomes for their course (Hussey & Smith, 2002; Wiggins & McTighe, 2005). WLS does not currently have such standards in an official form. This is both a benefit and a challenge. Professors will have the freedom to write their own learning outcomes without being constrained by standards handed down from an entity outside of their classroom. The challenge is that professors will have to write the learning outcomes from the ground up.

Corroborating the research of Gordon (2007), I found it a challenge to employ effective verbs for learning outcomes, to know how many outcomes were appropriate for the content, and to write outcomes that were realistic, practical, and measurable. This I relied on the content I had learned in my education studies to put effective learning outcomes down on paper. This is worth mentioning because my colleagues on the faculty have not done the same advanced study in the area of learning outcomes.

A limitation of this study was that I have had training in writing learning outcomes that my faculty associates have not had. This fact may make me biased toward the benefits of learning outcomes. On the other hand, my colleagues have not had training in writing learning outcomes and they might be biased against learning outcomes because of their unfamiliarity, as well as the fact that they might have to potentially invest precious time in rewriting their course materials.

Recommendation #4: Based on these findings, a protocol for writing learning outcomes should be devised and shared with WLS faculty members in a

professional development setting. This protocol should include identifying potential outcomes, wording of the outcomes, appropriate number of outcomes, and the criteria for well-written outcomes (realistic, practical, and measurable).

Finally, this field project has demonstrated that backward design positively impacts the motivation and engagement of Seminary students. Backward design is only one part of the Understanding by Design framework. If the recommendations of this field project find successful implementation at WLS, a next step could be to do a broader range of faculty training intended to implement Understanding by Design more fully. UbD's emphasis on transferable skills is a perfect match for an institution that trains future pastors in the skills necessary for the parish ministry.

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Appendix A: Outcomes

Course, Departmental, and Institutional Goals

ED3061 COURSE	DEPARTMENTAL	INSTITUTIONAL
L1 Course Introduction (Dept. Goal: 5) 1.1 The learner is able to explain the purpose of this course—ED3061. 1.2 The learner is able to apply the purpose of this course to their personal academic situation. 1.3 The learner is able to articulate the gap between where they are presently and where they want to be as a teacher.	(Inst. Goal: 1,2,3) 1. The student will give clear evidence of his ability to design and execute original classroom lessons that are Bible-focused and gospel-centered.	1. To lead theological students and pastors in a reverent study of the inspired and inerrant Word of God so that they are able to understand and apply its Christ-centered message of law and gospel.
L2 Adult Learning Theory (Dept. Goals: 2, 3, 6, 7) 2.1 The learner is able to name the five SETPI principles. 2.2 The learner is able to apply those principles to a Bible study context. 2.3 The learner is able to write a learning activity geared toward each one of the principles.	(Inst. Goal: 4,5) 2. The student will give clear evidence of his ability to design and execute original classroom lessons that follow sound pedagogical and andragogical principles.	2. To encourage theological students and pastors to grow in their personal faith through daily contact with the means of grace.
L3 Your Teaching Tools (Dept. Goals: 2, 3, 4) 3.1 The learner is able to name four adult learning styles. 3.2 The learner is able to explain the strengths and weaknesses of each of the primary teaching tools. 3.3 The learner is able to determine which teaching tool is most appropriate for a given situation.	(Inst. Goal: 4,5) 3. The student will give clear evidence of his ability to design and execute original classroom lessons that are learner-appropriate for the full range of parish contexts.	3. To teach all the areas of the theological curriculum in a thorough and scholarly fashion, in full harmony with the Holy Scriptures and in conscious agreement with the Lutheran Confessions.
L4 Goal-Based Lesson Design (Dept. Goals: 2, 3, 4) 4.1 The learner is able to explain KNOW, FEEL, and CARRY OUT goals and correctly identify examples of each. 4.2 The learner is able to name the characteristics of high-quality lesson goals. 4.3 The learner is able to compose lesson goals that are lesson appropriate and pedagogically sound.	(Inst. Goal: 4,5) 4. The student will give clear evidence of his ability to integrate educational technology appropriately to support student learning.	4. To train theological students and pastors in the skills required for ministry in an ever-changing world.
L5 HBLT Lesson Design (Dept. Goals: 2, 3, 4) 5.1 The learner is able to explain the acronym and its meaning. 5.2 The learner is able to evaluate a Bible study based on how well it uses the HBLT framework. 5.3 The learner is able to employ the HBLT framework to outline their Bible study.	(Inst. Goal: 4,5) 5. The student will compose a personal philosophy of Christian Education that will serve as a framework for his educational approach in the ministry.	5. To instill in theological students and pastors the kinds of attitudes that will assist as they carry out their ministry in the contemporary world. (Confessional in stance, Evangelical in approach, Mission-minded in spirit, Culturally sensitive, Appropriately flexible, Zealous both to nurture and to equip the saints.)

Course, Departmental, and Institutional Goals

L6 Asking Good Questions (Dept. Goals: 2, 3, 4) 6.1 The learner is able to explain how to use open-ended questions to promote higher-level thinking with his questions. 6.2 The learner is able to use Bloom's Taxonomy to differentiate lower-level questions from high-level questions. 6.3 The learner is able to write his own questions for the different categorizations in Bloom's Taxonomy.	(Inst. Goal: 5) 6. The student will give clear evidence of his ability to manage a classroom in a variety of parish ministry contexts.
L7 Handout Design Principles (Dept. Goals: 2 ,3 ,4) 7.1 The learner is able to explain why design in important for learner handouts. 7.2 The learner is able to name the PARC principles of design and analyze examples for their design quality. 7.3 The learner is able to integrate the PARC principles into his lesson's handout.	(Inst. Goal: 5) 7. The student will give clear evidence of his ability to lead programs for all ages in the various educational contexts of the parish.
L8 Bible Information Class (Dept. Goals: 2, 6, 7) 8.1 The learner is able to use the Course Planning Needs Analysis to plan for a Bible Information Class. 8.2 The learner is able to analyze the strengths and weaknesses of several premade BIC courses. 8.3 The learner is able to name several methods for promoting BIC classes in the parish.	
L9 Digital Ministry (Dept. Goal: 4) 9.1 The learner is able to explain the concept of hybridity in the context of the post-Covid church. 9.2 The learner is able to name three characteristics of a quality church website. 9.3 The learner is able to create a digital playlist for his ministry context.	
L10 Curriculum Planning (Dept. Goal: 6) 10.1 The learner is able to explain one framework for planning curriculum. 10.2 The learner is able to create a year-long Bible study curriculum.	
L11 Small Group Ministry (Dept. Goals: 6, 7) 11.1 The learner is able to elaborate on the history of small groups, along with some of their challenges and blessings for a church today. 11.2 The learners is able to evaluate with wisdom and pastoral tact an opportunity to implement small groups in the congregation.	

Appendix B: Lesson Plans

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L1-Course Introduction	
Big Question: Why do we teach you how to write your own bible studies?		
Goals in preparation		
Student Outcomes: 1) I can explain why we have a course at WLS dedicated to writing our own Bible studies.	2) I can apply the overall basics of the course to my personal academic situation. (What topics interest me? How do the due dates affect me? What topic will I choose for my major project?)	3) I can name at least 3 personal joys of teaching from vicar year and 1 current challenge I'd like to improve upon.
Student Outputs: -Students will have a dedicated space on the L1 daily work to name the reasons and elaborate on them. -This question will be asked on the L1-L3 quiz.	Students will have a dedicated space on the L1 in-class guide for answering the questions above and an opportunity to ask specific questions they have.	Students will have a dedicated space on the L1 in-class guide to record their responses to the question of vicar year joys and challenges.
Instructional Objectives: KNOW-the benefits of writing their own lessons. FEEL-that their time spent in the course will be time well spent.	KNOW-the topics we'll study in the course, the in-class/daily work procedure, and the parameters of the course's major project.	FEEL-gratitude and joy that has come to them because of their vicar year teaching. FEEL-intrinsic motivation as a result of comparing where they are currently to where they want to be as teachers.
Goals stated		
By the end of today's class, you'll: • Know a little more about me and why we teach education here • Be familiar with the course syllabus, content, and major project • Reflect on vicar year and think about the semester to come		
Access Prior Knowledge		
Through the pre-class survey, students will recount their teaching experiences during vicar year and name their greatest joys and challenges that have come from teaching adult bible study. (note that this discussion will happen during the third and final part of today's lesson)		
New Information		
Opening Activities/Motivation: 1) Initial slide: "Why does Waldschmidt have a job? Couldn't they just download a study from NPH?"		

Procedures:

2) Read the excerpt from the WLS Education Department handbook. Which argument do you find most compelling and why? Is there an argument that you feel is weaker than its counterparts? How would you improve it?

3) Brief introduction to me and my educational path to this point.

4) Scan the course syllabus and ask any questions you may have.

5) Scan the major project document and ask any questions you may have.

6) Practice the in-class guide and daily work procedure in Google Docs.

7) Review the comments from the pre-class survey, and pick out one joy and one challenge (that's not yours) that you would also highlight for yourself.

8) As what you reviewed the comments from the pre-class survey, what common threads did you notice? Compare your list to mine. Are there things here that we should be adding to our course content this semester?

9) Goal check

Assessment (Formative/Summative)

Outcome 1: L1 daily work (formative), L1-L3 Quiz (summative)
Outcome 2: L1 in-class guide (formative), real-time q and a (formative)
Outcome 3: L1 in-class guide (formative)
Plus goal check-see below (formative)

Goal check	Differentiation
Based on the three things we discussed today (the handbook, the syllabus, and your vicar year) answer this question: "Why do we teach you to write your own bible studies?"	Choice of input information in the assignment

Materials requiring prior preparation	Assignment
Pre-class survey and results into a collaborative Google doc Course syllabus Major project guide document Student teaching schedule L1 PowerPoint L1 In-class guide L1 Daily work	Assignment L1 (complete before Lesson 2) **1. Choose one of the following...** Read/skim the article "Evaluation and Application of Andragogical Assumptions to Adult Online Learning". You can skim much of it. While this article is focused on online learning, the andragogical assumptions have application to all adult teaching. Or Watch the following video on the andragogical approach to learning. https://www.youtube.com/watch?v=vLoPiHUZbEw **2. From your reading or watching:** a) write down three thoughts you thought were helpful. b) write down at least one thought with which you disagree or which you question.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L2-Adult Learning Theory	
Big Question: How do we write excellent bible studies that resonate with adults?		
Goals in preparation		
Student Outcomes: 1) I can name and elaborate on the SETPI summary of Adult Learning.	2) I can apply those characteristics to a bible study context.	3) I can write questions and learning activities that are geared specifically toward adult learners.
Student Outputs: Students will fill in columns 1 and 2 of a graphic organizer that is included in the L2 in-class guide.	Students will fill in column 3 of a graphic organizer that is included in the L2 in-class guide.	Students will write two sample questions or learning activities on Psalm 23 and add them to the class collaborative Google doc.
Instructional Objectives: KNOW-Malcolm Knowles' theory of andragogy and how it translates into the SETPI acronym.	KNOW-how the SETPI acronym is evidenced in various aspects of adult bible study.	CARRY OUT- be able to take an assigned section of Scripture and write questions or learning activities that will resonate with adult learners.
Goals stated		
By the end of today's class, you'll: • Know more about what resonates with adult learners. • Apply those adult learner characteristics to bible studies. • Practice writing bible study components that are geared toward adult learners.		
Access Prior Knowledge		
Through the initial slide, the learners will be asked to consider their experiences in adult Bible study with WELS pastors as teachers.		
New Information		
Opening Activities/Motivation: 1) Initial slide: One man's opinion of WELS pastors as teachers. Is he wrong?		
Procedures: 2) Lecture segment: "Banning boring Bible study in the WELS!" What's our role? (Intro) 3) Active Retrieval: Based on your prep work for today (L1 Daily Work), recall as many of Malcolm Knowles' characteristics of adult learners as you possibly can. Enter them in the appropriate space on the L2 in-class guide. (Outcome 1) 4) Lecture segment: What are the SETPI principles? An acronym that summarizes Knowles' work. (Outcome 1) 5) Fill in column 1 of the graphic organizer on the L2 in-class guide. (Outcome 1)		

4) Fill in the second column of the graphic organizer: Elaborate on the principles in your own words. Share your list with your table mate and add to your elaboration as needed. (Outcome 1)

5) Lecture segment: Knowles' learner characteristics with examples that we've been (unbeknownst to us) witnessing so far in the first two days of class. (Outcome 2)

6) Activity: Fill in the third column of the organizer with examples of how the principles could be used in a Bible study context. (Outcome 2)

7) Lecture segment: Demonstration of examples from a sample Bible study on Psalm 23. (Outcome 3)

Assessment/Evaluation (Formative/Summative)
Outcome 1: L2 daily work graphic organizer, cut and pasted from guide (formative) Outcome 2: L2 daily work graphic organizer, cut and pasted from guide (formative), real-time q and a (formative) Outcome 3: Psalm 23 collaborative doc from Goal Check. (Summative)

Goal check	Differentiation
Imagine you're working on your Bible study for Psalm 23. Pick out any two of the SETPI characteristics and design a question or a learning activity that will appeal to each one. When you're done, add your work to the collaborative doc. (Outcome 3)	Graphic organizer in the in-class guide

Materials requiring prior preparation	Assignment
L2 in-class guide with graphic organizer L2 daily work doc	Read the pdf of the article "The Myth of Learning Styles" and be prepared to discuss your experiences as a student.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L3-Your Teaching Tools	
Big Question: With such a variety of learners, how can my class connect with all of them?		
Goals in preparation		
Student Outcomes: 1) I can name 4 types of learners and give an example of one teaching technique that will connect with them.	2) I can explain the strengths and weaknesses of each of the 4 teaching tools.	3) I can elaborate on why I would use a specific teaching tool in a provided situation.
Student Outputs: Students will correctly identify the section of the sample bible study (Psalm 24) that would appeal to a certain learning preference.	Students will correctly identify the section of the sample bible study (Psalm 24) that corresponds to one of the four teaching tools.	Based on the strengths and weaknesses we discussed, students will write a short explanation on the sample bible study regarding why a particular teaching tool was chosen for each section.
Instructional Objectives: KNOW-That the learning styles is a debated topic in education. KNOW-That learning styles do exist but we shouldn't pigeonhole learners into any one category.	KNOW-what the four teaching tools are. KNOW-the strengths and weaknesses of each tool. KNOW-that including all four teaching tools during the course of a lesson is best practice.	KNOW-that teaching tools are dependent on the context, the content, the learners' capabilities—and the teacher's as well. FEEL-confidence in their ability to wisely incorporate a variety of learning tools in their lesson design.
Goals stated		
By the end of today's class, you'll have: - Considered the proper place of learning styles in adult education. - Refamiliarized yourself with the four main tools in your teacher's toolbox and analyzed their respective strengths and weaknesses. - Elaborated on why one would choose a particular tool in a given situation.		
Access Prior Knowledge		
Through the initial slide question, students will be asked to consider their experiences with learning styles and will discuss whether learning styles are fact or fiction.		

New Information
Opening Activities/Motivation: 1) Initial slide: What do you think? Are learning styles fact or fiction?
Procedures: 2) Lecture segment: Adult learning styles. What are the various styles/preferences? 3) Activity: Identify the section of the sample bible study (Psalm 24) that would appeal to a particular learning preference. 4) Lecture segment: Introduction to the four teaching tools. 5) Activity: Together with your small group, consider the four teaching tools and their respective strengths and weaknesses. Try to come up with 2 strengths and 2 weaknesses for each one and be ready to report. 6) Activity: Identify the section of the sample bible study (Psalm 24) that corresponds to each learning tool. 7) Activity: Based on the strengths and weaknesses we discussed, write a short explanation on the sample bible study regarding why you think a particular teaching tool was chosen for each section. (see example) 8) Goal check

Assessment/Evaluation (Formative/Summative)
Outcome 1: L3 Daily Work sample bible study on Psalm 24 annotated correctly (formative) Outcome 2: L3 Daily work graphic organizer, cut and pasted from guide (formative), real-time q and a (formative) Outcome 3: L3 Daily Work sample bible study on Psalm 24 annotated correctly (formative) Goal check will provide a final opportunity to recognize learning styles and teaching tools (summative)

Goal check	Differentiation
Analyze the second sample bible study handout provided on Jesus Master Teacher-part one. Annotate your handout so that four learning styles and four teaching tools are correctly identified.	Graphic organizer Annotation Small group work Written work

Materials requiring prior preparation	Assignment
L3 PowerPoint L3 In-class guide with graphic organizer L3 Daily work doc Psalm 24 bible study handout (paper) Jesus, Master Teacher-part one handout (paper)	Continue to work on Bible study outline with the approaching due date in mind.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L4-Goal-Based Lesson Design	
Big Question: Where do I start when it comes to building a lesson?		
Goals in preparation		
Student Outcomes: 1) I can explain KNOW, FEEL, CARRY OUT goals and correctly identify examples of each.	2) I can name the characteristics of high-quality lesson goals.	3) I can compose lesson goals that are lesson appropriate and pedagogically sound.
Student Outputs: Students will participate in a class discussion/poll (show of hands) where they identify sample lesson goals as K, F, or C.	Students will be asked to analyze sample lesson goals based on the characteristics introduced in the lecture segment. This exercise will be included in the L4 Daily Work.	Students will write at least four lesson goals for their first lesson and turn them in with L4 Daily Work.
Instructional Objectives: KNOW-That lesson goals do not encroach upon the work of the Holy Spirit nor do they necessarily prevent emergent goals among learners. KNOW-The three types of lesson goals—know, feel, carry out and the meaning of each. FEEL-More comfortable in leading a lesson because they have a clear finish line and a plan to get there.	KNOW-The characteristics of high-quality lesson goals.	CARRY OUT-The composition of lesson goals that fit with the first lesson of their major project Bible study. FEEL-Confidence in their ability to determine lesson goals and then design a Bible study based on them.
Goals stated		
By the end of today's class, you'll have: • Recalled the purpose of learning goals and one way to use them to design a lesson. • Analyzed several samples of lesson goals for their quality. • Written lesson goals for the first lesson of your major project Bible study.		

Access Prior Knowledge
Learners will be asked to actively recall the learning styles and SETPI of previous lessons.

New Information
Opening Activities/Motivation: 1) Initial slide: Recalling our discussion on learning styles and SETPI, analyze the sample lesson. Highlight examples of learning styles with the color of your choice. Highlight examples of SETPI with a different color of your choice.
Procedures: 2) Lecture segment: Lesson Goals-their importance in andragogy, the basics of K,F,C.   3) Activity: Students will participate in a class discussion/poll (show of hands) where they identify sample lesson goals as K, F, or C.   4) Lecture segment: The characteristics of solid lesson goals.   5) Activity: Analyze sample lesson goals based on the characteristics just introduced in the lecture segment. Use the L4 Daily Work and the provided rubric to rate each one as a + or − and be ready to explain your answer.   6) Activity: Create at least 4 lesson goals for the first lesson of your major project Bible study.

Assessment/Evaluation (Formative/Summative)
Outcome 1: In-class discussion and show of hands (formative)   Outcome 2: L4 Daily Work goal analysis (formative)   Outcome 3: L4 Daily Work composition of lesson goals (summative)

Goal check	Differentiation
L4 Daily Work goals	Analyze sample lesson goals/research learners Video: An introduction to GBL design

Materials requiring prior preparation	Assignment
L4 PowerPoint L4 In-class guide L4 Daily work doc with rubric Sample lesson goals for Outcome 1 Sample lesson goals for Outcome 2	Finish the lesson goal activity.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L5-Hook, Book, Look, Took	
Big Question: How do I combine the teaching tools to actually put together a lesson?		
Goals in preparation		
Student Outcomes: 1) I can elaborate on the purpose of each of the four components of the HBLT framework.	2) I can critique a sample HBLT lesson from an informed perspective, accurately noting the various teaching techniques that are employed.	3) I can employ the HBLT framework to plan an outline for my Bible study.
Student Outputs: Students will fill out the infographic from the provided Google slide template.	Students will critique the provided sample Bible class scenario, rating each section of HBLT, and offering a rationale for their answers.	Students will turn in a detailed outline of the first lesson of their major project, using either goal-based design or HBLT.
Instructional Objectives: KNOW-The four components of HBLT and the main purposes that each can accomplish. CARRY OUT-using a Google slide template effectively to demonstrate understanding. *Note: Although students are not given an opt-out for this tech activity, they are also not assessed on the basis of their technological ability. The assessment is merely based on the content of the infographic.*	KNOW-The strengths and weakness of each of the teaching tools in order to employ it properly in HBLT.	KNOW-The differences between the two types of lesson design that were discussed. CARRY OUT-the appropriation of the lesson design process for their own lesson.
Goals stated		
By the end of today's class, you'll have: • Reviewed the four components of Hook, Book, Look, Took, elaborated on the purposes for each section, and practiced selecting the proper teaching tool for each section. • Participated in a mock Bible class that models the HBLT framework. • Been prepared to use the HBLT framework to plan an outline for your study.		

Access Prior Knowledge
Through an active retrieval exercise, learners will recall the process of goal-based lesson design that was discussed in previous lessons. This exercise will consist of a simple think and write, and then a teacher-led review of the goal-based lesson design diagram from L4.

New Information
Opening Activities/Motivation: 1) Active retrieval from the Accessing Prior Knowledge section above.
Procedures: 2) Lecture segment: Hook, Book, Look, Took 3) Activity and discussion: Critique the provided sample Bible class scenario, rating each section of HBLT from 1 (lowest) to 5 (highest), and offering a rationale for your answers. Share your answers with your tablemate and then we'll discuss with the whole class. (Outcome 1 and 2) 4) Teacher led sample Bible study on Luke 7:11-17 to demonstrate HBLT. 5) Goal check: On the space provided in the L5 daily work, list the four components of HBLT and write a 1-2 sentence elaboration next to each. Answer this question: What is the purpose of (this) section of HBLT?

Assessment/Evaluation (Formative/Summative)
Outcome 1: Activity #3 above (formative) Outcome 2: Activity #5 above (formative), whole class discussion (formative) Outcome 3: Assignment: detailed outline of the first lesson of major project (summative)

Goal check	Differentiation
On the space provided in the L5 daily work, list your answers to the following two questions: Which component of HBLT do you anticipate coming most easily to you? Which do you anticipate being the most difficult? Explain your answers.	Students will choose the method of lesson design that most appeals to them.

Materials requiring prior preparation	Assignment
Infographic template for the activity in outcome 1 L5 PowerPoint L5 In-class guide with graphic organizer L5 Daily work doc Sample Bible study for critique in outcome 2	Detailed outline of the first lesson of the major project, using either goal-based design or HBLT.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L6-Asking Good Questions	
Big Question: How do I ask questions that encourage a more meaningful interaction with the Word?		
Goals in preparation		
Student Outcomes: 1) I can explain how to use open-ended questions to promote higher-level thinking with my questions.	2) I can use Bloom's Taxonomy to differentiate lower-level questions from high-level questions.	3) I can write my own questions for the different categorizations in Bloom's Taxonomy.
Student Outputs: Students will correctly identify the open-ended questions in the provided slate of examples.	Students will correctly associate examples from actual Bible studies with their respective categorizations in Bloom's Taxonomy.	Students will write four sample questions from their chosen Bible study topic, as directed in the L6 Daily Work.
Instructional Objectives: KNOW-The definition of open-ended questions and how they differ from closed questions.	KNOW-The definition of taxonomy, the origin of Bloom's Taxonomy, and the goal of each level. CARRY OUT-the navigation of the Taxonomy Light Bulb—a visual representation of the taxonomy.	FEEL-confidence in their ability to correctly implement a wide variety of questions in their lesson design. CARRY OUT-the writing of different levels of questions in an actual Bible study.
Goals stated		
By the end of today's class, you'll have: - Reviewed the words that make a difference in writing good questions - Used Bloom's Taxonomy to analyze questions from several real-life Bible classes - Practiced writing questions for your own lessons		
Access Prior Knowledge		
Through the initial slide question, students will be asked to consider how a pastor without an education background can write questions that go beyond mere surface knowledge.		
New Information		
Opening Activities/Motivation: 1) Initial slide: Consider the quote. If the Holy Spirit gives the blessing with or without us, why do we feel compelled to encourage a meaningful interaction with the Word? How exactly do we do that? (Intro)		

Procedures:
2) Lecture segment: Open-ended questions vs. closed questions (Outcome 1)
3) Activity and discussion: Identify the sample questions as open or closed. (Outcome 1)
4) Lecture segment: Video- https://www.youtube.com/watch?v=ayefSTAnCR8. Distribution of the Taxonomy Light Bulb and explanation of how to navigate it. (Outcome 2)
5) Activity and discussion: Analyze the sections from the sample Bible studies and answer: Where would their "questions" fall on the Taxonomy Light Bulb? (Outcome 2)
6) Goal check: Using your own Bible study topic and the Taxonomy Light Bulb, write four "questions" for your study. Have one for each of the bottom three levels and then one for either of the top three. (Outcome 3)

Assessment/Evaluation (Formative/Summative)
Outcome 1: Activity #3 above (formative)
Outcome 2: Activity #5 above (formative), real-time q and a (formative)
Outcome 3: Activity #6 above, recorded in the L6 Daily Work (summative)

Goal check	Differentiation
Using your own Bible study topic and the Taxonomy Light Bulb, write four "questions" for your study. Have one for each of the bottom three levels and then one for either of the top three.	Video introduction to Bloom's Taxonomy

Materials requiring prior preparation	Assignment
L6 PowerPoint L6 In-class guide with graphic organizer L6 Daily work doc Taxonomy Light Bulb graphic in both pdf and png	Four questions described in the Goal Check.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L7-Handout Design Principles	
Big Question: How do the physical materials I present help focus people on the message?		
Goals in preparation		
Student Outcomes: 1) I can name three reasons why design is an important consideration for class handouts.	2) I can critique sample handouts based on the PARC principles.	3) I can integrate the PARC principles into my own lesson.
Student Outputs: Students will recall the three reasons with their tablemate. Student 1 sharing the first two. Student 2 sharing the remaining one, plus any others he'd like to share.	Students will evaluate (examine and then rate) sample handouts for their quality, with results being transmitted by Poll Everywhere.	Students will evaluate (examine and then rate) their own handout for quality, giving the reasons why they rated as they did.
Instructional Objectives: KNOW-The reasons why design is more important today than in the past. FEEL-Empathy with the learner whose learning is enhanced and whose learning is hindered by poor design. KNOW-That design tools are available to supplement rather than supplant design awareness.	KNOW-That PARC stands for Proximity, Alignment, Repetition, Contrast. KNOW-Best practices for each of the four principles.	FEEL-Comfortability in the growth mindset, enabling them to evaluate themselves in an honest and reflective manner.
Goals stated		
By the end of today's class, you'll have: - Discussed why design is important for our Bible class materials. - Learned four principles that make for quality design. - Evaluated your first lesson's handout based on those principles.		

Access Prior Knowledge
Through the initial slide question, students will be asked to consider their experiences with excellent design (like an iPhone box) and poor design (like the example on the posted slide).

New Information
Opening Activities/Motivation: 1) Initial slide: Imagine that you have a classmate who asks: "Why waste our valuable classroom time teaching us how our handouts should look?" How should I respond?
Procedures: 2) Activity: Active retrieval and elaboration with table mate on three good reasons why design is important today.   3) Lecture segment: PARC principles from the book by Robin Williams.   4) Activity: Evaluate the sample handouts for their quality, according to PARC.   5) Activity: Evaluate their own Lesson 1 handout for quality, according to PARC.   6) Goal check

Assessment/Evaluation (Formative/Summative)
Outcome 1: Active retrieval discussion with tablemate (formative).   Outcome 2: Results of student evaluation of samples via Poll Everywhere (formative).   Outcome 3: L7 Daily Work—critique of their own work and rationale (formative).   Assignment: Lesson revision with explanation of improvement (summative).

Goal check	Differentiation
Lesson revision with explanation of improvement.	Active retrieval/discussion PollEverywhere/expression Individual evaluation/reflection/revision

Materials requiring prior preparation	Assignment
L7 PowerPoint L7 In-class guide L7 Daily work doc Sample Bible study handouts (via Semnet)	Based on what you learned in L7, revise the first lesson of your Bible study. Make at least one improvement and be ready to explain how that change improved your product.

Daily Instructional Lesson Plan	
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L8-Bible Information Class

Big Question: Educationally speaking, how do we make a best first impression on people who are new to our congregation?		
Goals in preparation		
Student Outcomes: 1) I can demonstrate the ability to use the Course Planning Needs Analysis to plan for a Bible Information Class.	2) I can analyze several different BIC courses and name some of their strengths and weaknesses.	3) I can name several methods for promoting the class and inviting people to attend.
Student Outputs: Students will contribute their thoughts to their small group regarding the possibilities of each one of the six steps in the Needs Analysis.	Students will compose a 500-750 word critique of several different pre-printed Bible Information Classes.	Students will answer this question via a Padlet discussion board: Brainstorm a list of possible (realistic) methods for inviting people to BIC classes.
Instructional Objectives: KNOW-The different possibilities that exist for each step of Needs Analysis. • Who's being invited? • Where will classes be held? • When will classes be held? • What is the purpose of the course? • How long will the course last? • What will be the content of the course?	KNOW-The expectations for the critique. KNOW-Where to find the materials to use for the BIC critique.	KNOW-several different methods for promoting BIC. KNOW-the pros and cons for each possible method.
Goals stated		
By the end of today's class, you'll have: • Discussed several important aspects of BIC planning. • Gained familiarity with the upcoming BIC critique class project. • Contributed to our class discussion on the various methods of promoting BIC class and inviting people to attend.		

Access Prior Knowledge
Through the opening activity, students will be asked to consider their experiences with Bible Information Classes during the vicar year or at their senior EFT church.

New Information
Opening Activities/Motivation: 1) Initial slide: Recall your experiences with BIC class vicar year. Learners share how often they taught, what materials they used, how many people were in the class—and finally, three words/phrases that describe the experience.
Procedures: 2) Activity: Breakout groups to discuss the various possible ways to answer the questions of the Needs Analysis.   3) Lecture segment: Introduction to the BIC critique major project.   4) Activity: Group discussion (with padlet) regarding the various methods for promoting the class and inviting people to attend.

Assessment/Evaluation (Formative/Summative)
Outcome 1: Groupwork activity on the Needs Analysis and subsequent discussion (formative).   Outcome 2: BIC Critique reflection paper (summative).   Outcome 3: Class discussion via padlet (formative).

Goal check	Differentiation
The class discussion for activity 2 will provide a temperature regarding the learners' knowledge of the various components of a BIC course.	Groupwork activity/discussion BIC critique/reflection/research Padlet/expression

Materials requiring prior preparation	Assignment
Course Planning Needs Analysis L8 PowerPoint L8 In-class guide L8 Daily work doc BIC Critique Project explanation doc Sample BIC courses available	Continued preparation for in-class teaching.

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L9-Digital Ministry	
Big Question: How can we use technology as a tool to strengthen discipleship within our congregations?		
Goals in preparation		
Student Outcomes: 1) I can explain how COVID presented churches with new opportunities for sharing the Word.	2) I can differentiate between several different possible tiers of digital ministry and what might be included in each one.	3) I can explain the concept of digital playlists and apply it to a congregational context.
Student Outputs: Students will summarize the differences between the pre-COVID and post-COVID churches in their L9 Daily Work.	Students will fill in a graphic organizer included in the L9 Daily Work that lists tiers and several important components of each one.	Students will compose a hypothetical digital playlist that could serve as a standalone self-directed course OR one that could be incorporated with an already existing course structure.
Instructional Objectives: KNOW-The book from Practico et al: Digital Ministry and Leadership in Today's Church. KNOW-The terms *digital ministry* and *hybridity*. KNOW-The differences between how churches functioned pre-COVID and how they function post-COVID. FEEL-If not enthused about technology to at least be excited about the new opportunities to share the Word.	KNOW-Societal expectations for the bare minimum regarding digital ministry today. KNOW-Other opportunities that exist for those churches who are equipped to do digital ministry. FEEL-At ease empowering lay members to contribute to the congregation's digital ministry according to their individual interests and gifts.	KNOW-The term digital playlist. KNOW-The options regarding incorporating a digital playlist into an ongoing Bible Study or making it a self-directed, standalone learning opportunity.

Goals stated
By the end of today's class, you'll have: • Compared how churches function in the pre-COVID and post-COVID eras. • Wrestled with what expectations vs. reality when comes to a church's digital ministry. • Explored the concept of digital playlists and practiced creating one.

Access Prior Knowledge
In pursuing outcome 1, students will be asked to compare the pre-COVID and post-COVID church, according to Practico's definition of hybridity. Do they see WELS churches today embracing hybridity or clawing to get back to the old way of doing things?

New Information
Opening Activities/Motivation: 1) Initial slide: How would you respond to a classmate who says, "I'm old school and I have no need for technology in ministry beyond Microsoft Word. I prefer to be out there forming relationships rather than being in my office staring at a computer screen"?
Procedures: 2) Lecture: Pre-COVID vs. Post-COVID and the concept of hybridity 3) Breakout groups to discuss the students' opinions of what a church's digital ministry should look like today. What's the bare minimum level/the happy medium/the upper level? 4) Lecture: Look at several examples of digital playlists. 5) Activity: Create your own digital playlist for a Bible study of your choosing.

Assessment/Evaluation (Formative/Summative)
Outcome 1: L9 Daily Work activity (formative). Outcome 2: L9 Daily Work graphic organizer (formative). Outcome 3: L9 Daily Work assignment section (summative).

Goal check	Differentiation
Students follow a link in the L9 daily work that allows them to share their feedback regarding their interest, comfortability, and skill in Digital Ministry after this class period.	BIC critique/reflection/research learners Groupwork activity/talk learners Composing digital playlist/create learners

Materials requiring prior preparation	Assignment
L9 PowerPoint (including samples of digital playlists) L9 In-class guide L9 Daily work doc	L9 Daily Work

Daily Instructional Lesson Plan		
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L10-Curriculum Planning	
Big Question: How can I ensure that our Bible studies have direction and variety?		
Goals in preparation		
Student Outcomes: 1) I can explain one framework for mapping out several years of Bible studies.	2) I can create a Bible study plan that I could use for my first year of ministry.	
Student Outputs: Students will fill in the graphic organizer included in the L10 Daily Work that lists the different categories of studies with a short explanation for each.	Students will create a Bible study plan using the provided template as part of their L10 Daily Work.	
Instructional Objectives: KNOW-The different categories of Bible studies with several examples for each one.	KNOW-The ideal length of a typical Bible study course. KNOW-The number of weeks available in an academic year and what Sundays might pose scheduling difficulties. KNOW-The different prepackaged studies that are available to supplement self-made studies. CARRY OUT-Creating a Bible study curriculum plan on their own.	
Goals stated		
By the end of today's class, you'll be able to: • Explain one framework that can help you maintain purpose and variety in your Bible studies. • Create a Bible study plan that could give you direction in your first year of ministry.		

Access Prior Knowledge	
In pursuing outcome 1, students will be asked to recall the Seminary's framework for its curriculum. Categories like exegetical, doctrinal, and practical could also be a part of a congregation's Bible study plan.	
New Information	
Opening Activities/Motivation: 1) Initial slide: Personal story from my experience with poorly planning Bible studies.	
Procedures: 2) Lecture: A comparison between the Seminary's curricular framework and one that could be used to plan curriculum in a congregational context. 3) Whole group discussion on the Bible Study Inventory from Peace, Hartford in 2014-2021. 4) Activity: Create your own Bible study schedule that could be used over the course of your first year in the ministry.	
Assessment/Evaluation (Formative/Summative)	
Outcome 1: L10 Daily Work graphic organizer (formative). Outcome 2: L10 Daily Work activity (summative).	

Goal check	Differentiation
Students turn in their Bible study plan as part of the L10 Daily Work.	Graphic organizer/visual learners Composing possible schedule for first year/create learners

Materials requiring prior preparation	Assignment
L10 PowerPoint L10 In-class guide L10 Daily work doc with graphic organizer Inventory of Bible studies from 2014-2021	L10 Daily Work

Daily Instructional Lesson Plan	
Content Area(s)/Course/Grade: ED3061	Unit: Creating Adult Bible Studies Lesson Topic: L11-Small Group Studies (two periods)

Big Question: What can small groups contribute to a congregation's discipleship efforts?		
Goals in preparation		
Student Outcomes: 1) I can elaborate on the history of small groups, along with some of their challenges and blessings.	2) I can evaluate an opportunity to implement small groups in my congregation with wisdom and pastoral tact.	
Student Outputs: Students will fill in the graphic organizer included in the L11 Daily Work.	Students will each contribute to a collaborative Google doc, sharing their answers to the hypothetical situation presented.	
Doc Instructional Objectives: KNOW-The history of small groups in the Lutheran church. KNOW-The obstacles and blessings as laid out by the WELS Small Group Task Force.	KNOW-How the demographics, history, and focus of each congregation impacts its participation in small groups. CARRY OUT-Apply the history, challenges, and blessings of small groups to a hypothetical congregational situation.	
Goals stated		
By the end of today's class, you'll have: • Participated in an small group discussion of small groups with classmates of varying experience. • Considered the history, the challenges, and the blessings that small groups offer. • Applied the things we learn to a hypothetical situation at your first congregation.		
Access Prior Knowledge		
Learners will recall their experiences with small groups in the past—describing the congregational context, the logistics of the group and the program overall		

New Information
Opening Activities/Motivation:
1) Initial slide: See access prior knowledge. Learners will be divided into groups based on their experience with small groups in the past. Each group will have some with a lot of experience and some with little to no experience.
Procedures:
2) Group discussion: The topics of the previous activity will be shared with the entire class.
3) Activity: Reading the report from the WELS Small Group Task force. Divide into three sections, with each group being assigned a section to read. After they read, each man will be asked to summarize his section in 3-5 sentences.
4) Activity: Learners will be presented with a hypothetical situation at their first congregation where someone asks to start a small group ministry. Demographics of the "congregation" will be provided. Learners will be asked to come up with 5 points of consideration/questions to ask when investigating the possibility.

Assessment/Evaluation (Formative/Summative)
Outcome 1: Class discussion of the activity described in #3 above, L11 Daily Work graphic organizer (formative). Outcome 2: Class discussion of the Google Doc based on Activity 4 above. (summative).

Goal check	Differentiation
Class discussion regarding Outcome 2 above.	Graphic organizer/visual learners
	Small group discussion/talk learners
	Composing the considerations of the hypothetical/ reflection/create learners

Materials requiring prior preparation	Assignment
L11 PowerPoint	Finish work on the 4 lesson Bible study project.
L11 In-class guide	
L11 Daily work doc with graphic organizer	

Appendix C: Surveys

End-of-course survey

ED3061 was prepared using an approach known as backward design which is predicated upon starting with clearly defined goals and then designing learning experiences to achieve them. This survey is intended to gauge your attitudes regarding the course goals and the degree to which they were met. Please rate the following statements on a scale of 1 (strongly disagree) to 4 (strongly agree).

1=strongly disagree 2=disagree 3=agree 4=strongly agree

1. The overall goal of the course—to improve adult Bible study teaching in the WELS—was made clear at the beginning of the course (outcomes).

2. The major project was closely aligned with that overall goal (outputs).

3. The individual lessons prepared me for the presentation of the major project (outputs).

4. The individual lessons demonstrated clearly stated goals (outcomes).

5. The individual lessons incorporated learning experiences that aligned with meeting the lesson goals (objectives).

6. The individual lessons allowed me to practice the skills needed to achieve the lesson goals (objectives).

7. The skills learned in this class will readily transfer to my work in my first call (outcomes).

Follow-up interview questions

In your opinion, did this course give a **clear and practical view** of the skills

needed to competently lead adult Bible study?

To what degree did this course help you **acquire** those skills? Please elaborate.

As you think back to the various lessons in our course, which of the lesson design

skills that you learned will transfer most readily to your work in your first call?

Name as many as apply.

In your opinion, did the design of the course have an effect on your feelings about the course or your motivation for doing the coursework? In other words, did the way that the course was designed—with goals made evident and activities specifically designed to achieve those goals—did that make any difference for you as opposed to a course design that doesn't have those things?