

Participant contributions during the EPWT¹ workshop

During the TEASA conference, participants in the workshop made some comments. This table has a summary of those comments, as well as a summary of Eben's presentation.

Why do we need effective practical worldview training?	Workshop participants' thoughts:	Eben's presentation on "Why" we need EPWT.
	<p>The world needs Biblical truths integrated in day-to-day practice Otherwise students will not gain anything Many competing worldviews Challenging truth claims For us to have a transformed culture Matthew: 21-23 Because I want to impact the community that is so diverse Because change can only occur fundamentally at this level To build strong Christian worldviews To effectively communicate the Gospel To bring about the effect of public change Avoid syncretism Mind renewal - to become godly</p>	<p>An overall lack of Excellence in church and society.</p> <ul style="list-style-type: none"> - <i>if the church looks like this, how can we disciple the nation?</i> - I think our students and people around them are <u>struggling to "bring home" Christianity into their personal lives, work, culture and ethics.</u> <p>Colleges therefore need to focus on Transferrable Aspects of Christianity:</p> <ul style="list-style-type: none"> • Better theological communication (also Biblical Worldview communication) • Character & ethics • Excellent stewardship

¹ Effective Practical Worldview Training methods

<p>How do we determine if our method is effective? (how do we measure effectiveness?)</p>	<p>Workshop participants' thoughts:</p> <p>Does it Address practical issues? Transformed life (character & lifestyle) Transformation (showing the fruits of the Spirit) Transferability Genuine fruit Gospel clarity Community impact Lasting change How to differentiate between right & wrong Lifestyle change (attitude & purpose) 2Tim2v2: faithful people who can demonstrate to others By looking at the impact: transformation The ETHOS of the entire organisation has to be intentional to drive transformation Be available in the field - associate with the people on the ground also See it in their deeds</p>	<p>Eben's presentation on "How" to determine effectiveness of an EPWT.</p> <table border="1"> <tr> <td data-bbox="1025 105 1473 240"> <p>1. Is it helping improve the witness of the church?</p> </td> <td data-bbox="1473 105 2181 240"> <p>Is it helping students to be better theological and Biblical Worldview communicators? And beyond that also Christian character & culture and also excellent stewardship</p> </td> </tr> <tr> <td data-bbox="1025 240 1473 515"> <p>2. Is it transformative?</p> </td> <td data-bbox="1473 240 2181 515"> <p>Worldview training should challenge the participants with Biblical truths. The gospels and the book of Acts are full of stories of powerful transformation; God opens people's eyes, and despite having been shaped by other false worldviews their whole lives, their thinking and actions are transformed.</p> </td> </tr> <tr> <td data-bbox="1025 515 1473 619"> <p>3. Is it integrative / holistic?</p> </td> <td data-bbox="1473 515 2181 619"> <p>We spoke about how everything is under the authority of Christ, and how we need to integrate our faith into our work and life.</p> </td> </tr> <tr> <td data-bbox="1025 619 1473 754"> <p>4. Is it practical / relevant?</p> </td> <td data-bbox="1473 619 2181 754"> <p>Adults learn most effectively when the learning is going to help them solve real problems (e.g. workplace ethics, financial decisions, relationships).</p> </td> </tr> <tr> <td data-bbox="1025 754 1473 1334"> <p>5. Is it challenging & Supportive?</p> </td> <td data-bbox="1473 754 2181 1334"> <p>Transformative learning: as learners get new information they also evaluate their past ideas. We spoke about the idea of generating "disorienting dilemma's" in learning environments (e.g. Jack Mezirow, 1995) that disrupts their current worldview. Such transformative learning where assumptions are challenged often meets with resistance, even on a spiritual level, and therefore there needs to be support. (we spoke in class about being intentional, perhaps following up with students after a challenging conversation). A useful conversation during the workshop here was that the ethos of the college should be intentional for transformation of students, and therefore there needs to be follow up and supportive conversations.</p> </td> </tr> </table>	<p>1. Is it helping improve the witness of the church?</p>	<p>Is it helping students to be better theological and Biblical Worldview communicators? And beyond that also Christian character & culture and also excellent stewardship</p>	<p>2. Is it transformative?</p>	<p>Worldview training should challenge the participants with Biblical truths. The gospels and the book of Acts are full of stories of powerful transformation; God opens people's eyes, and despite having been shaped by other false worldviews their whole lives, their thinking and actions are transformed.</p>	<p>3. Is it integrative / holistic?</p>	<p>We spoke about how everything is under the authority of Christ, and how we need to integrate our faith into our work and life.</p>	<p>4. Is it practical / relevant?</p>	<p>Adults learn most effectively when the learning is going to help them solve real problems (e.g. workplace ethics, financial decisions, relationships).</p>	<p>5. Is it challenging & Supportive?</p>	<p>Transformative learning: as learners get new information they also evaluate their past ideas. We spoke about the idea of generating "disorienting dilemma's" in learning environments (e.g. Jack Mezirow, 1995) that disrupts their current worldview. Such transformative learning where assumptions are challenged often meets with resistance, even on a spiritual level, and therefore there needs to be support. (we spoke in class about being intentional, perhaps following up with students after a challenging conversation). A useful conversation during the workshop here was that the ethos of the college should be intentional for transformation of students, and therefore there needs to be follow up and supportive conversations.</p>
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<p>What should it look like?</p>	<p>Workshop participants' thoughts:</p> <p>Ongoing Christ-honouring fellowship that results in growth Progressive transformation of daily life habits Intentional approach to training "after sale" support: ALUMNI support Students must see it in you Tools of analysis & practical exercises</p>	<p>Eben's presentation on "what" EPWT should look like.</p> <p>2 case studies were considered:</p> <ul style="list-style-type: none"> - an academic ethics course (CT12) that focuses on an academic setting with "church" people, - a 14 day training programme that focuses on a "secular" setting. <p>The five evaluation criteria listed above were considered in the evaluation of both these case studies: <i>(Is it helping improve the witness of the church, is it transformative, is it holistic, is it practical & relevant, and is it challenging & supportive).</i></p> <p>After looking at the CT12 ethics course with the 5 evaluation criteria listed above for, the following recommendations were made: <i>As a church programme or even in a work setting (with employees), this course shows tremendous potential. This is because this programme is integrative / holistic, challenging, relevant, and it could support the witness of the church. However, if transformation is important, it needs to be latched on to a mentorship programme, and lecturers/facilitators need to be trained on how to lecture the programme.</i></p> <p>After reviewing the 14-day "work4aliving" programme for the unemployed in a secular setting, the following comments were made: This programme also ticks all the boxes, since it is <i>integrative / holistic, challenging, relevant, and it supports the witness of the church. However, since transformation is intentional for the founders of this programme, they only allow TRAINED facilitators who are INTENTIONAL for transformation and discipleship. They require this programme to be latched on to a discipleship programme, ideally in partnership with a local church. Without sufficient support from local churches and other mentors, a facilitator could easily be overwhelmed by discipleship and practical support.</i></p>
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Conclusion

There may be many practical methods; but it depends on our mission & Vision what we want to do;

We mentioned that one of the requirements for a method to be "effective" is that it needs to be intentionally transformative, which implies that methods should not be taught in isolation, but there must be intentional discipleship support.

Another requirement for a method to be effective, was that it strengthens the witness of the church. Transferable aspects of training that will help meet this goal, include helping students to become better theological / Biblical worldview communicators, transformed character and ethics, and excellent stewardship.