



Practicum Paper

After gain such insight into back grounds I believe that it is detrimental for every man that was to govern or shepherd a flock to be well equipped in the area of biblical back grounds. Although it is not a sufficient, it is very necessary to gain the understanding that comes from the text. Background is also another crucial hermeneutical tool. That can give us proper insight to the true understanding of what the author was trying to say to the readers of that day. And if the readers in this modern day can get the real message that the original author was trying to convey to the modern day audience.

I believe that pastors and teachers should get the highest level of back ground although history is not the only way to interpret the passages of in scripture but the background from non-canonical and socio-cultural standpoints can give the readers a better way to look at how and why the scriptures were constructed and format of the passages. These studies of backgrounds just show us why these passages were spoken to the specific passages and then allow the teachers to correctly apply it to their flock.

But first pastors/ teacher need to have the most holistic meaning before they can deliver a message of scripture because it is God holy and divine word and they have to be careful on what they are trying to say because if they do not understand what the author is trying to say to the specific audience then the message cannot be properly deliver to Gods intended audience, and then because false teaching and sends the followers of Christ astray because they did not have the proper meaning because there was no broad study of why this passage was written and why it was constructed and formatted in that fashion. . There are many ways that the Backgrounds can help and assist teaching and pastoring ministries. This mostly helps with the leaders getting a better understand f the overall meaning in the passages of the bible. And the only way is use hermeneutical methods. A hermeneutical tool can be backgrounds and background is not just the historical even but it's also talking about the culture at the time and the perception of the culture to the event and how they reacted to events. These different uses and aspects of background can just make it easier to grasp the meaning of the author in the passage.

If the leaders of the teaching and pastoral ministries want to give what God was trying to tell HIS people then they must do the research and focus on the background and help shape the meaning of the book or assage. And then they will interpret the context of which the passage was written and why they needed to hear the passage. And then the ministries can contextualize the passage in the proper manner and make it applicable to this day in age This helps because readers normally contemporize the bible and forget that there was an original audience that were not living in the

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Jianjun Gao



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Resources in Education ,1998-04 *From Research to Practice* Deborah S. Grealy,Sylvia D. Hall-Ellis,2009-03-20 New faculty members after arrive with little experience in teaching or planning for teaching This book helps overcome that challenge Many if not most schools of library and information science have many students seeking a second career The information concerning teaching adult learners will be especially helpful for this age group Different types of learning can be identified and made clear by thinking systematically about outcomes with strategies Patterned after the matrix designed by Professor James R Davis in his book *Highly Effective Strategies* this book provides behavioral cognitive inquiry mental models group dynamics virtual reality and holistic strategies Each is described and explanations are given for hiw it is most effective for developing exercises to instruct reinforce and assess specific types of learning Each strategy also comes with its own appropriate measures of success Sample materials are included to illustrate these adaptations of the Davis matrix and materials about specific activities and course outcomes are drawn from the authors ongoing curriculum audit This book provides a structured platform that serves as a model for teaching and assessing student learning in applied LIS Courses Following Davis s premise that different types of learning can be identified and made clear by thinking systematically about outcomes with strategies including behavioral cognitive inquiry mental models group dynamics virtual reality and holistic Each strategy is deemed most effective in developing exercises to instruct reinforce and assess specific types of learning Each strategy comes with its own appropriate measures of success With the ALA Committee on Accreditation Standards reflecting the need for student learning outcomes this book provides both the introduction to this form of evaluation and provides examples of courses using this method of assessment *Resources in Education* ,1996 **Security Management** ,1986 Bulletin - Cooperative Extension Service, the Ohio State University Bond L. Bible,Ohio State University. Cooperative Extension Service,1908 Teaching Reading to Children Lawrence E. Hafner,Hayden B. Jolly,1982 **Brown Studies** ,1966 Parent & Community Participation ,1985 *Undergraduate Catalog* North Carolina State University,1961 **Psychological Report Writing** Joseph William Hollis,Patsy A. Donn,1979 New Directions in Portfolio Assessment Donald A. Daiker,Laurel Black,1994 Representing a range of approaches and voices this text explores the tensions and ambiguities of portfolio assessment While some of its essays problematize portfolio use at the classroom level others move beyond the classroom to construct new research agendas in writing assessment Declining Enrolments Linda Corman,1979 *Abstracts of Literature in Self-directed Learning, 1983-1991* Gary J. Confessore,Huey B. Long,1992 **Exceptional Child Education Resources** ,1990 Bulletin - Cooperative Extension Service, the Ohio State University Ohio State University. Cooperative Extension Service,1906 *Library & Information Sciences* ,1992 NTIS Alert ,1992 *Clinical Approaches to Sex Offenders and Their Victims* Clive R. Hollin,Kevin Howells,1991-03-29 This work brings together a range of diverse but related material on the topic of understanding and treating sex offences dealing with both the

victim and the offender Advocating a clinical approach to treatment it considers both theoretical and practical components Contributors from varied fields including psychiatry psychology and social work focus on three specific areas within their specialist fields empirical research theories built upon the data practical application of the research and theory Also provides a range of theoretical views and styles of clinical practice that are relevant to both offenders and victims **Using Technology to Promote Student Learning: Opportunities for Today and Tomorrow** Cathy McHugh Engstrom, Kevin W. Kruger, 1997-08-11 Current and emerging uses of technology can bring about qualitatively positive changes to the delivery of student services and the design of programs intended to promote student involvement and learning Student affairs professionals need to grapple with many critical issues that have developed with the increased use of technology including strategic planning process needs financial and infrastructure issues policy implications curricular issues for college student affairs graduate programs and ethical considerations This volume of New Directions for Student Services explores these issues and provides strategies to envision and prepare for the unpredictable future in relation to the ever changing information technology environment This is the 78th issue of New Directions for Student Services For more on the series please see the Journals and Periodicals page **Promoting Reading Comprehension** IRA Cognitive Psychology and Reading Comprehension Committee, 1984 Designed to present a historical account of instructional approaches to the teaching of comprehension as well as insights into effective approaches for the present and the future this collection of papers is divided into three parts concerned respectively with 1 instructional research in reading comprehension 2 the reader and the text and 3 the reader and the teacher Each paper discusses critical issues in comprehension instruction and recommends strategies for effective teaching The four papers in part one discuss what research reveals about teaching practices propose a framework for conducting research suggest the impact of the social context on instruction and trace the history of teaching and testing reading comprehension The six papers in part two discuss text related issues in reading comprehension instruction including the ways teachers intervene to improve student comprehension the use of text organization to enhance students understanding and text structures found in popular television shows The seven articles in part three examine interactions between teachers and their students and make recommendations for teaching reading comprehension and vocabulary skills MM

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