

Home > graduate > DMin > 342



PROFESSIONAL DISSERTATIONS DMIN

Teaching Reflective Scripture Reading In The Context Of Small Groups In The Walla Walla University Church



Practical Theology Commons

🍏 INCLUDED IN

f 💆 in 🖾 🛨

SHARE

< Previous

Next >

Emily M. Whitney, Andrews

University

Date of Award

2017

Document Type

Project Report

Degree Name

Doctor of Ministry

College

Seventh-day Adventist Theological Seminary

Program

Doctor of Ministry DMin

First Advisor

Allan Walshe

Second Advisor

Kenly Hall

Third Advisor

Edyta Jankiewicz

Abstract

Problem.

While the Seventh-day Adventist Church has emphasized the importance of God's Word and is effective in teaching people how to search Scripture for doctrinal truth, many disciples are not spending significant time in Scripture or growing in relationship with God. This lack of formational Scripture reading is due to numerous challenges that can discourage people from spending time in God's Word. A primary challenge is that many people confess that they do not know how to read Scripture for relationship with God; they long to know how to read Scripture to hear from God and relevantly and meaningfully apply Scripture to their daily lives. This demonstrates a great opportunity in the church to further disciple people, teaching them how to abide in Jesus and His Word. This need has been seen in the Walla Walla University Church as many expressed a desire for deeper experiences in God's Word. Therefore, it became apparent that a resource was needed to disciple members in the practice of reflecting on Scripture.

Methods

An eight-week Scripture reflection curriculum was developed and two pilot groups

conducted with the intent of discipling participants in abiding with Jesus and His Word. Because God and Scripture are relational and communal, the Scripture reflection curriculum was intentionally implemented in a small group context. The interplay of personal and communal Scripture reflection practice is characterized as significant and interdependent "sacred spaces" that lead to deepening faith formation. An experiential learning model was used to engage participants in relationship with other growing disciples. Each week a Scripture reflection practice was introduced, taught, and experienced both personally and communally. The emphasis of these practices was to savor small portions of Scripture until the Holy Spirit brings it to life in one's heart and mind. Time for discussion and prayer together was integral to the group process and community connection developed. After the conclusion of the two pilot groups, focus groups were conducted to assess the impact of the Scripture reflection practices, and the small group community experience in the lives of the participants.

Reculto

Nine women enrolled in the first pilot group and continued throughout the eightweek group. The second group included 10 members, both men and women. Assessing their own experiences in the pilot groups, members expressed various significant benefits from the Scripture reflection practices experienced that led to a deepening relationship with God and His Word. All members expressed appreciation for the small group community context, and felt that reading and experiencing Scripture together with other disciples was meaningful and resulted in a closer connection with one another. While it was hoped that there would be further implementation of these groups and curriculum, this project did not include a way to mentor and develop new leaders or additional groups. However, as demonstrated in the focus groups, a natural result of meaningful time in God's Word is the desire to share it with others. Subsequently, a member from one of the pilot groups started and led two additional Scripture reflection groups, utilizing the curriculum and material developed for this project. There are also plans in place for implementation of additional groups.

Conclusions

Jesus called his disciples into a faith-forming community, where they lived the spiritual life together, challenging and strengthening each other as they each grew in a deeper relationship with Jesus himself. This call continues today. Significant obstacles exist that threaten this ideal, and few resources are available to help disciples experience Scripture and the God of Scripture more deeply. However, this project demonstrated that meaningful spiritual growth can take place in the lives of individual disciples by spending time reflecting on Scripture rather than reading for information alone and when done within a supportive, spiritual community this leads to an on-going faith formation. As a result of this proj

Subject Area

Bible--Reading; Small groups--Religious aspects--Seventh-day Adventists; Walla Walla University Church of Seventh-day Adventists (College Place, Wash.)

Recommended Citation

Whitney, Emily M., "Teaching Reflective Scripture Reading In The Context Of Small Groups In The Walla Walla University Church" (2017). *Professional Dissertations DMin.* 342. https://digitalcommons.andrews.edu/dmin/342

Creative Commons License



This work is licensed under a <u>Creative Commons Attribution-No Derivative Works 4.0</u> <u>License</u>.



Home | About | FAQ | My Account | Accessibility Statement
Privacy Copyright

Since the inception of systematic discussions on ELT in the 20th century, teaching of target language culture has been an issue of hot debate. Target culture teaching has been severely criticized and passionately defended by the educationists and language teachers. Muslim countries have shown severely negative response to the target culture teaching. Recently another dimension i.e. the attitude of learners towards the teaching of target language culture in ELT classroom has been added to the existing debate. This paper targets the same issue and analyses the attitude of Pakistani learners towards the teaching in a foreign language the pupil enriches his knowledge, of the world around him. He gets acquainted with the countries where the target language is spoken. Reading develops pupils' intelligence. Materials and methods: The materials of European and Asian linguists have served a good source for the depiction of reading as a context of the paper. Method of analysis and comparative analysis method are used during research. The term paper includes: Introduction, three chapters, Conclusion, Bibliography and Appendix. Delta Publishing, 2009. — 103 p. — (Delta Teacher Development). — ISBN 978-1-905085-19-4. [B] Teaching Unplugged [/ b] the contains a three Distinctive parts A, and the C Bed and the which in turn focus on theory, practice and development: A: A background Used to teaching the ideas behind . unplugged . A detailed the explanation of the a core Principles behind Dogme the ELT of An invitation to Reflect on the: best way to learn a language and, consequently, to teach IT. Bed and: A bank of activities Insider That teachers Insider CAN use right away the and the which to help Them ' Their tea...