General Guidelines for Facilitators

For Group Supervisors Using the Academic Packets

RESOURCES FOR GROUPS USING THE ACADEMIC PACKETS

THIRD MILLENNIUM
MINISTRIES

Introduction

In *Third Millennium* supervised courses, the video lessons (or audio tapes or text manuscripts) take the place of in-person class lectures. As a result, instead of a professor who teaches the contents of the course, this learning method requires a facilitator to guide the students through the course, lead the discussions about the materials, monitor the tests, and be a spiritual mentor for the students. The following guidelines will help the facilitator supervise a *Third Millennium* course.

Credit

Third Millennium does not offer academic credit for their courses. However, the materials are offered freely to any group or institution that would like to use them. Each institution should establish their own requirements and make them known to their students.

Materials for the Students

The materials for the students will be made available in digital form in the "Academic Packet," either on the web site of Third Millennium, or distributed on a flash drive or some other form of digital storage. If you do not already have these materials, you can receive instructions about how to obtain them by writing to: *resources@thirdmill.org.* Ideally, all students will have access to a computer, and the files can be copied and given to the students. However, if the students are not using computers, the materials will need to be printed and distributed.

Essential Materials for All Students:

> a. The video lectures (in DVD form, audio files or manuscripts of the text). *If you do not have these yet, see how to obtain them below.*
> b. The "Student Syllabus."
> c. The "Section Study Guides" for each section of each lesson.

Optional Materials for Additional Reading and Written Projects:

> You will need to make decisions about optional assignments, such as additional reading and a written project, as explained in the course syllabus. There are also optional essay questions and journal questions. Each course offers different options. The "Academic Packet" should include the following resources, which may or may not be necessary for your group, depending on the choices you make:
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> a. PDFs of additional reading. These are to be used if you have chosen the option in which all students read the same materials and take a test on them.
> b. A "Study Guide" for each book of additional reading, to help the student learn the essential points. This is also to be used if you have chosen to require these materials for additional reading.
> c. "Recommended Extra Reading." This list can be used for the additional reading option in which the students choose their own materials, or to help the student find materials to do research for the optional written project, or for both.
> d. The "Form for Reading Reports." This is to be used by the student if you have chosen the option in which the students select their own reading and write reports on it.
> e. "Guidelines for Writing an Essay." This is to help the student with the optional written project.
> f. Essay questions for further reflection on the lessons.
> g. Journal questions for further personal application.

For other resources, please visit Third Millennium Ministries at thirdmill.org.

Application Study Guides

You may want to take more time to focus on application. If so, Third Millennium offers Application Study Guides that help the students reflect on key teachings of the lessons, consider practical case studies, and make changes in their lives and ministry.

Materials for the Facilitator

Make sure that as the facilitator, besides having the same materials given to the students from the "Academic Packet," you also have the following resources. *See below how to obtain them.*

a. Tests on the video lectures of the course. This includes a list of questions on each lesson. The facilitator should follow the instructions and select questions from these lists for each test.
b. The answers to all test questions on the video lectures.
c. Tests on additional reading materials. If you have decided to do the option for additional reading in which all students read the same materials provided for the course, you will need these test questions on the assigned reading. Follow the instructions and select questions for the test.
d. The answers to the test questions on additional reading, for those who have chosen the option to require that the students all read the provided materials.

How to Obtain the Tests and the Answer Keys

The facilitator should write to *cduhaime@thirdmill.org* to learn how to download the tests questions and answers. You will need to give the following information: 1) Name of organization or church, 2) Name and email address, 3) Your position - e.g., Pastor, Elder, Deacon, Sunday school teacher?, 4) Country, and 5) Number of students expected.

Once approved, they will send you the instructions and a password to have access to the tests and answers.

How to Obtain the Video Lessons

You can download the video lessons from our web site: http://thirdmill.org/ Click on "Watch," then find the course you wish to study under "Video Seminary Courses." Find the lesson you are planning to study and select the option for downloading the resources. If you prefer, you may also download the audio files or manuscripts of the lessons from our web site. Sometimes these resources are also made available on a flash drive or some other storage system.

(Note: Don't be confused by the "Study Guide" that is offered for each video lesson on our web site under "Extras." It serves another purpose. You will not use those for this supervised course, but rather the "Section Study Guides" in the materials given to you in the "Academic Packet" along with these guidelines.)

You will need to make copies for all the students.

Recommended Meetings

Initial meeting
This is not a class, but a meeting to give brief initial instructions for the course. The facilitator should give an explanation of how the course will be run, schedule the classes, and hand out the materials, as indicated above. If you are studying a series of courses, we recommend that you take advantage of the last meeting of a course to give this orientation for the following course, to avoid unnecessary meetings.

Class 1
This is for a group discussion and a test on the first video lesson. This class should be held after doing the assignments for Lesson 1 as outlined in the course syllabus.

   a. Begin the meeting with prayer. You may invite one of the student to pray, but don't embarrass anyone by pressuring them to pray if they are not used to doing this in a group.
   b. Make sure the students have watched all sections of the first video lesson (or listened to the audio or read the text) and completed the study guide on each section.
   c. Dialogue with the students to clarify any doubts on the contents of the first lesson. Discuss their answers to the review questions in the study guides. Encourage everyone to participate, but again, don't embarrass anyone. Try not to let any one person dominate all the discussion. If someone seems to be talking too much, say something like, "Does anyone else have a comment?", or "We'd like to hear from all of you." If you continue looking at the person who is talking too much, it will only invite him to speak again.
   d. Discuss their answers to the application questions. It is even more important with these personal questions to try to make everyone feel at ease.
   e. Administer Test 1.
   f. If you are using them, you may want to review the students' answers to the essay questions.
   g. You may want to review the students' answers to the journal questions.
   h. You may want to go through the Application Study Guide for the lesson.
   i. End the meeting with prayer.

Class 2
This is for a group discussion and a test on the second video lesson. This class should be held after doing the assignments for Lesson 2 as indicated in the syllabus. Follow the same guidelines as for class 1, taking time to discuss all sections of the second lesson. Discuss the students' answers to the application questions. Administer Test 2 after clarifying doubts about the contents of the lesson. You may want to review the students' answers to essay questions or journal questions. You may want to go through the Application Guide for the lesson. End with group prayer.

Classes 3 and following

Video Lessons:
The same pattern should be followed for all the other video lessons: discuss the materials of the lesson and administer the corresponding test, then go over any optional assignments.

Optional Additional Reading:
If the group is doing additional reading, you should hold another class to discuss the reading. If they are all reading the provided materials, after discussing them, administer the test. If they are all selecting their own reading, discuss what they have learned, and ask them to turn in their reports.

The Optional Written Project:
If the students in your group are writing a project, hold another class to discuss what they have learned , and ask them to turn in their projects.

Flexibility

We recommend a certain degree of flexibility regarding the schedule. If you see that the students need more or less time, you can modify things, even as you proceed through the course. Remember also that each group may choose to use only some of the elements available, and some may choose to modify the materials to fit their own situation.

Guidelines for Grading Reading Reports

If your group has chosen the option to select their own additional reading and turn in reports, we suggest the following guidelines for grading the reports.

>   a. Bibliographical Information (10%)
>   Is the information complete?

>   b. Outline and Summary of Contents (50%)
>   Did the student read the materials and understand them?

>   c. Evaluation (20%)
>   Did the student do his own reflection regarding the reading?

>   d. Personal Application (20%)
>   Did the student make applications to his own life?

Guidelines for Grading a Written Project

If the students of your group are turning in a written project, we suggest the following guidelines for grading:

a. CONTENT (60% of grade)
        Does the introduction interest the reader in the essay and identify the topic?
        In the rest of the essay, is the topic developed clearly and logically?
        Are all points related to the main subject of the essay?
        Does the conclusion sum up the main point and properly finish the essay?
        In general, is the content interesting and clear?
        Does the essay make practical application of the topic studied?
        Does the author give adequate support for his view?

b.   STYLE, GRAMMAR, EDITING (30% of grade)
        In general, are there few grammatical, punctuation and spelling errors?
        Are the sentences and paragraphs structured well?
        Is the essay organized in a way that is easy to follow?
        Is there a good use of vocabulary?
        Are transitional phrases used properly?
        Are the title page, the contents, and the section titles properly formatted?
        Are the footnotes and the bibliography properly formatted?

c. DOCUMENTATION (10% of grade)
        Are quotations documented?
        Are borrowed ideas documented?

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Do the footnotes contain the proper information?
Does the bibliography contain the proper information?

Note: Plagiarism should be taken very seriously. If the grader believes that the student has intentionally taken ideas or copied from another source without giving proper credit, the student should be confronted.