



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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M Tight



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Statistical Research Methods Roy Sabo, Edward Boone, 2013-10-22 This textbook will help graduate students in non statistics disciplines advanced undergraduate researchers and research faculty in the health sciences to learn use and communicate results from many commonly used statistical methods The material covered and the manner in which it is presented describe the entire data analysis process from hypothesis generation to writing the results in a manuscript Chapters cover among other topics one and two sample proportions multi category data one and two sample means analysis of variance and regression Throughout the text the authors explain statistical procedures and concepts using a non statistical language This accessible approach is complete with real world examples and sample write ups for the Methods and Results sections of scholarly papers The text also allows for the concurrent use of the programming language R which is an open source program created maintained and updated by the statistical community R is freely available and easy to download

Resources in Education ,2001-04 **Resources in Education** ,1996 *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 how 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 **Brown Studies** ,1966

Teaching Reading to Children Lawrence E. Hafner, Hayden B. Jolly, 1982 **Writing Centers** Gary A. Olson, 1984 Prepared by writing center directors the articles in this book examine the pedagogical theories of tutorial services and relate them to actual center practices The 19 articles are arranged into three categories writing center theory writing center

administration and special concerns Specific topics discussed in the articles include the following 1 collaborative learning 2 writing center research 3 promoting cognitive development in the writing center 4 writing centers in the two year college 5 developing a peer tutoring program 6 the handbook as a supplement to a tutor training program 7 reluctant students 8 prewriting for the laboratory 9 meeting the needs of foreign students 10 tutoring business and technical students 11 attitudes in writing center relationships 12 financial responsibility 13 form design and record management and 14 undergraduate staffing in the center A selected bibliography concludes the book FL *Parent & Community Participation*, 1985 **Asha** American Speech-Language-Hearing Association, 1989 *New Education*, 1982 *The Behavior Therapist*, 2001 Bulletin - Cooperative Extension Service, the Ohio State University Bond L. Bible, Ohio State University. Cooperative Extension Service, 1908 **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 *Better Teachers for Better Schools* Phillip William Hughes, Christine Elizabeth Deer, Walter Douglas Neal, 1987 Professional development for teachers will continue to be central to the continuing need to help schools deal more effectively with the problems of change Three themes are emphasized the individual teacher the school and the system This publication consisting of 24 papers is intended to inform public debate on the issue which is critical to the adoption of long term policies in Professional Development Author JD **Bulletin**, 1906 Bulletin - Cooperative Extension Service, the Ohio State University Ohio State University. Cooperative Extension Service, 1906 Extension Bulletin ... Ohio State University. Agricultural Extension Service, 1908 **Extension Bulletin** Ohio State University. Cooperative Extension Service, 1910 *Library & Information Sciences*, 1981 **Security Management**, 1986

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