

“MICRO” MANAGING

With the Fall 2020 micro-courses coming to completion this week, now is a good time to consider how to manage the opportunities each micro-course presents for student development and ODA (assignment) completion. Here are some tips and tricks to help you and your student take full advantage of these embedded milestones.

First of all, each micro-course will normally have at least one or two Outcome Development Assignments (ODAs) attached to it. The micro-course itself falls under the Instruction category, and almost all micro-courses will also have Reading category assignments attached to them. What this means practically is that students taking this year's micro-courses should be near the point of completing at least six ODAs that are directly tied to their experience and timelines thus far. We should take advantage of that. Please read the full description of the Instruction and Reading categories either directly on the student's Immerse portfolio, or on pages 150-151 of the Northview Immerse manual.

At minimum, Instruction assignments should include: 1) evidence of class engagement; 2) reflection aligned with the assigned theme; and 3) a scheduled meeting to discuss the course and engage specific learning conversations with mentors. (NOTE: *The scheduled micro-courses provide an ideal timeline for scheduling regular mentor team/student meetings to engage micro-course learning and plan appropriate follow up activities.*) To assist you, I have included the current course descriptions to provide at least a minimum summary of the micro-course content. We are currently exploring ways to provide more significant summary information for the micro-course content.

- **Seminar on Christ and Culture** - This 'Micro-Course' will construct a Christian framework for interacting with culture. Cultural values (from same-sex marriage to politics, from entertainment and enjoyment of culture to being distinct within culture) shape many decisions, often unknowingly. To tackle these questions, we'll read closely together D.A. Carson's: *Christ and Culture Revisited*, gleaning practical insights and biblical encouragement along the way.
- **Thinking Series** - This 'Micro-Course' will dig deeper into the 5 questions of *Thinking?*, addressing the cultural context for those questions as well as some biblical, philosophical, and practical answers to the questions. Students will develop and practice critical thinking skills and grow in their ability to winsomely share the Gospel through interaction with key questions from culture. This 'Micro-Course' will also prepare students to lead the Thinking Series in the community.
- **Reading the Bible Well** - This 'Micro-Course' aims to equip students with a better ability to understand the nature of Scripture and appropriate methods that ought to be used to interpret it. Students will learn about the Bible's sufficiency, clarity, and authority. They will also learn how to give attention to historical, cultural, and grammatical contexts in order to determine the meaning of particular passages of Scripture.

Take note that Reading assignments accompany each of the micro-courses. Again, one of the challenges the mentor faces is gaining an adequate familiarity with the primary resource content to engage and evaluate student critical interactions and analysis. Here are some links to resources that will provide an overview summary of the current primary reading resources attached to this Fall's micro-courses.

- *Christ and Culture Revisited* (D.A. Carson) - [SUMMARY](#)
- *Thinking?* (Andy Steiger) - [VIDEO SUMMARIES](#)
- *40 Questions About Interpreting the Bible* (Robert L. Plummer) - [SUMMARY](#)

I would also recommend an additional opportunity for you to consider: each micro-course may naturally lend itself to an assignment (or two+) that provides a perfect follow up project to make the micro-course learning immediately applicable and relevant to the student's ministry context or personal development. Finding and adapting an appropriate ODA could be the perfect way to engage and apply the micro-course content while it is still fresh in the student's mind and can result in a well established structure and frame for future ministry use. There are two primary avenues for identifying and pursuing application assignments. The first pursues assignments that have potential for a student's personal development. The second pursues assignments that have potential for addressing the ministry needs in the student's ministry context that their assignment could develop for a practical and immediate application.

For example, the micro-course on Christ and Culture is part of the MLO Reflecting the "Reign of Christ" (NV 703). A number of the supplemental ODAs are good examples of what both a personal development ODA and a ministry application ODA could look like when used in this way.

- **Reflection: Christ's Reign and Personal Submission** (p.57). This assignment could be used to start a deeply meaningful personal reflection as student's grapple with the implications of being called to ministry in a complex culture, and wrestling with personal concerns and challenges that they have, or will encounter. Could possibly also be tied with the Relationship ODA on p.56, an Identifying Authority Self Analysis assignment.
- **Project: Student Identification and Assessment for meeting the Needs in the Local Ministry Context** (p.57). This assignment could be used to practically address a current need within the ministry context in light of specific learning from the micro-course.
- **Communication: Apt to Teach** (p.57). This particular Supplemental ODA will regularly be available as a possibility to develop and/or display facets of individual MLOs. Consider potential opportunities for this type of ODA to be effectively used in your student's pathway.

The "Thinking Series" micro-course also lends itself to follow up assignments that could be, or become, a part of the student's ministry context programming. For example, an experienced ministry leader may be able to immediately pursue an evangelistic program project on a number of different assignment fronts - **Research: Religions and Worldviews; Discovery: Evangelistic Program; Project: Evangelistic Outreach/Program; Reflection: Outreach Evaluation** - all the direct result of engaging the student's ministry needs, by researching and creating an appropriate evangelistic program for their ministry context. This could complete the entire Speaking the Gospel MLO (NV 603).

A number of the supplemental ODAs could be selected as personalized assignments for students to develop their personal depth in “Speaking the Gospel”. For example,

- **Supplemental ODA Reading: Impact of Speaking the Gospel on Culture** (p.51). Consider this assignment if the application must be considered in a unique ministry context. This assignment would also be especially relevant when understood as tying to the Christ and Culture micro-course learning.
- **Supplemental ODA Reading: The Essence of the Gospel** (p.51). Consider this assignment as part of a project where students are developing evangelism programs for their unique ministry contexts and groups.
- **Supplemental ODA Project: Knowing and Sharing the Gospel** (p.51). This assignment may be appropriate for any student who is developing a philosophy and practicing a discipline in personal evangelism. As a long-term project, it could be very useful for students needing to think through defining what their personal evangelistic heart and strategy will be and become.

In addition to the Instruction and Reading assignments tied to the micro-course “Reading the Bible Well”, consider whether these ODAs might serve as meaningful follow up assignments to the course instruction.

- **Reflection: Cultural Personality** (p.20). The connecting point in this assignment may flow from either of the other micro-courses, as students consider the voices and authorities in specific cultural settings that are considered influential in their ministry settings. This assignment nicely ties in all three micro-courses by focusing awareness and application to a specific influencer.
- **Supplemental ODA Project: Learning Scriptures** (p.20). Ministry Mentors could consider with the student whether there is opportunity for a project that would develop an aspect or ministry program that could meet an identified need within the ministry context.
- **Supplemental ODA Reading: Impact of Truth** (p.20). This assignment may be appropriate as a personal growth and development assignment for a student who is having difficulty connecting and growing their affection for God through His Word.

As a final note as you consider using these or other supplemental or adapted ODAs for your students, please ensure that the assignments you choose align with appropriate competencies (A,B,C, etc.) in the MLO Descriptions in the holistic development and display of the MLO. Please note and record your decisions and reasons as introductory to the student assignment submissions.