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## “MICRO” MANAGING

With the Fall 2021 micro-courses being complete, and the Winter 2022 micro-courses on the horizon, 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) an appointment 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.

- **Public Theologian-Shepherd (602)** - The leaders of the church wear many hats. They are 'shepherds', providing for the sheep while protecting them from wolves and other dangers. They are 'theologians', not necessarily in the academy, but in communicating correctly 'The Faith' delivered to the saints (Jude 1:3). And while the Kingdom of God in the Church is intermingled with the kingdoms of this world, the leaders of the church are seen by the public, outside world. This Micro-Course will explore how leaders protect and provide with sound doctrine while they and their churches engage the public sphere.
- **Applying the Gospel (701)** - Paul describes the Gospel as of 'first importance' (1 Cor 15:3). What is the gospel? And why (and how) can it be so fundamental? If the gospel is of 'first importance', how does that relate to the theoretical (justification, sanctification, etc.) as well as the day-to-day (family relationships, work, etc.)? This Micro-Course will focus on the message of the Gospel and how the regenerating and renewing work of Jesus changes everything we are and do.
- **Persistent Prayer (608) and Spiritual Warrior (706)** - Combining the topics of prayer and of our spiritual battle, this Micro-Course will provide a Scripturally saturated perspective on the discipline of prayer as well as an overview of the unseen, yet vitally important, spiritual realm. We are in a war. And part of the battle is to be persistent in prayer. How did the war start? How will it end? What do we do here and now?

## **Micro-Course Implementation and Application**

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:

1. Those that have potential for a student's personal development.
2. Those 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.

### **NV 602 - Public Theologian-Shepherd**

**Personal Development** ODA opportunities to consider:

- **Reading:** Radical Ministry - MLO Emphasis A/B (p.35)
- **Reflection:** Ministerial Ethics - MLO Emphasis A/B (p.35)
  - ▶ Both of these assignments reflect the intended goal of deepening the learner's understanding of the foundation of character that is required for effective pastoral ministry.

**Ministry Focused** ODA opportunities to consider:

- **Project:** Public Perceptions of the Church - MLO Emphasis A/C (p.35)
  - ▶ This assignment has the potential to broaden the learner's appreciation of public perceptions of the church and how they influence our ministry posture and voice, perhaps being used to advance a strategic focus for framing future outreach and gospel communications.

Any of a number of **supplemental ODAs** would be appropriate as well (p.36).

- **Reflection:** Theological Influence (p.36)
  - ▶ Consider this assignment as an opportunity to evaluate and/or emulate the theological-shepherding approach of a significantly influential voice within the target ministry group.

## NV 701: Applying the Gospel

**Personal Development** ODA opportunities to consider:

- **Reflection:** Romans and Galatians for You - MLO Emphasis D (p.25)
  - ▶ Consider this assignment as an opportunity to reflect on scripture and add depth to a learner's personal appreciation of gospel-centrality in their lives.

**Ministry Focused** ODA opportunities to consider:

- **Discovery:** Gospel in Other Contexts - MLO Emphasis C (p.25)
  - ▶ Consider this assignment as an opportunity to explore different tacks and tactics for developing awareness of different methods of strategic gospel influence and communication.

Any of a number of **supplemental ODAs** would be appropriate as well (p.25-26). I have highlighted four that could be immediately useful and could be replacements for the Project and Communication ODAs (p.25).

- **Research:** The Nature of the Gospel (p.26)
  - ▶ I love the practical nature of this assignment, giving opportunity for learners to identify and address values that hinder gospel receptivity.
- **Communication:** Gospel Clarity (p.26)
  - ▶ A person must be able to articulate the gospel clearly and concisely. This is a very practical personal preparation of gospel clarity.
- **Relationship:** Gospel in Relationship (p.26)
  - ▶ Consider adaptations of this assignment if your student learner has regular opportunity to influence another individual or group towards gospel centrality.
- **Reflection:** The Gospel (p.26)
  - ▶ Consider this assignment as an opportunity to reflect deeply on effective styles of presentation as students grow to understand, and creatively assimilate styles to make their own.

## NV 608/706 - Persistent Pray-er/Spiritual Warrior

**Personal Development** ODA opportunities to consider:

I would highlight the Relationship ODA for students to consider as a practical response to the content of this course on a personal level.

- **Persistent Pray-er (608)**
  - **Reading:** Focused Interest on Prayer - MLO Emphasis A/B/C (p.122)
  - **Research:** A Model of Prayer - MLO Emphasis C (p.122)
  - **Relationship:** Prayer Journaling - MLO Emphasis D (p.123)
  - **Long Duration Project:** MLO Emphasis D (p.123)

- **Spiritual Warrior (706)**

- **Research:** Soldiering On - MLO Emphasis C (p.101)

**Ministry Focused** ODA opportunities to consider:

Consider this assignment as a practical response that informs a particular ministry department focus, and/or developing a philosophy of ecclesiological structures and strategies.

- **Persistent Pray-er (608)**

- **Communication:** Current Opportunities for Prayer - MLO Emphasis C (p.122-123)
  - ▶ Considering this ODA as an opportunity to implement and/or increase the priority of prayer as a corporate function of strategic importance.

Any of a number of **supplemental ODAs** would be appropriate as well (p.106-107). I would highlight and recommend the Sustaining Faith. Possible Emphases A/C.

- **Persistent Pray-er (608)**

- **Project:** A Biblical Theology of Prayer (p.124)
- **Reflection:** Prayer Retreat (p.124)

A final note as you consider whether 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.