# Third International Training Consultation
# Emmaus Bible College
May 27-31, 2014

## Evening session 3
## Provision of joint technology-based learning

## Presented by Len Smith, Jim Crooks and Lisa Beatty

# 1. The Pedagogy, advantages and barriers to on-line learning

> *"e-Learning is fundamentally about learning and not about technology. Strategic development of e-learning should be based on the needs and demands of learners and the quality of their educational experience."*
>
> Joint SFEFC/SHEFC e-Learning Group: Final Report 2003

## 1.1. Definition

e-learning can be defined as 'learning facilitated and supported through the use of information and communications technology'. This may involve the use of some, or all, of the following technologies:

- desktop and laptop computers
- software, including assistive software
- interactive whiteboards
- digital cameras
- mobile and wireless tools, including mobile phones
- electronic communication tools, including
- email, discussion boards, chat facilities
- video conferencing

e-Learning can cover a spectrum of activities from supporting learning, to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. Whatever the technology, however, *learning is the vital element*.

## 1.2. Forms of Online and Distance Education (ODL)

The Sloan Consortium has suggested the following categories for ODL courses:

**Traditional (0% online):** Course with no online technology used — content is delivered in writing or orally.

**Web Facilitated (1 to 29% online):** Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.

**Blended/Hybrid (30 to 79% online):** Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.

**Online (80+% online):** A course where most or all of the content is delivered online. Typically has no face-to-face meetings.
However, these categories are more helpful for differentiating ODL course types within the institution than as marketing terms.[1]

## 1.3. Pervasiveness of technology based learning

There is no doubt that learning and teaching now largely occurs in contexts rich in technology. The Universities and Colleges Information Systems Association (UCISA) Technology Enhanced Learning surveys

---

[1] I.E. Allen & J Seaman, Learning on Demand: online education in the United States, 2009, The Sloan Consortium, Jan 2010, p. 4 (http://www.sloan-c.org/publications/survey/pdf/learningondemand.pdf)

have charted the progress made by UK universities between 2005 and 2010[2] towards technology-enhanced learning. The survey results, for example, indicate that software tools for e-assessment, e-portfolios, blogs, wikis and podcasting are now often centrally supported alongside a Virtual Learning Environment (VLE), revealing the depth of UK universities' response to the national e-learning strategies produced from 2005 onwards.

Research in the United States of America reveals the number of higher education students taking at least one online course has now surpassed 7.1 million. The 6.1 percent growth rate, although the lowest for a decade, still represents over 400,000 additional students taking at least one online course.[3]

Regarding UK commercial training, the following facts are also relevant:

- UK firms are using more online methods in training initiatives. Although "chalk and talk" still accounts for 53% of training hours, its use has declined from 2009, when it represented a staggering 77% of training delivery.
- Use of e-learning during this period rose to 15% of training hours, and virtual classrooms now account for 6% of hours.
- For many organisations, blending delivery methods makes for an effective recipe, such as online learning as a prerequisite to live or virtual classroom learning, followed by coaching and online discussion forums for support.
- UK firms have embraced learning technologies.
- Compared to 2009, twice as many UK firms now use learning management systems (LMSs) and learning content management systems (LCMSs), and three times as many use rapid e-learning tools.
- Large businesses allocated 15% of L&D funds to learning tools and technologies in 2012.
- LMS market research estimates that spending will continue next year, with investments in LMS in Europe / the Middle East / Africa growing by another 12% in 2013.[4]

The definition of e-learning is constantly under revision because of the pervasiveness of technology. Personal computing and other digital media along with the pandemic in social media has resulted in all kinds of learning-related activity being e-enabled. The concept of e-learning is becoming subsumed into a wider discussion of how learning can be enhanced by more effective and far-reaching uses of digital technologies.

However, research[5] commissioned by JISC and the British Library into the use of technology for research in higher education warns that, despite their familiarity with computers, learners lack the critical and evaluative skills required to interpret information found online.

### 1.4. Benefits

Much has been promised about the potential of technology to revolutionise learning, with benefits identified in the following dimensions:

- Connectivity – access to information is available on a **global scale**
- Flexibility – learning can take place **any time, any place**
- Interactivity – assessment of learning can be immediate
- Collaboration – use of discussion tools can support collaborative learning beyond the classroom
- Motivation – multimedia resources can make learning fun[6]

In addition, there are benefits to practitioners in the increased efficiency of tracking and monitoring learners' progress.

---

[2] www.ucisa.ac.uk/publications/tel_survey.aspx
[3] The 2013 Survey of Online Learning, Babson Survey Research Group
[4] The UK Learning Factbook 2013, Bersin by Deloitte
[5] www.jisc.ac.uk/media/documents/programmes/reppres/ggworkpackagei.pdf
[6] Effective Practice with e-Learning, JISC 2004

### 1.5. Guiding and fundamental principles for e-Learning and/or Technology Assisted Learning

e-Learning is no longer simply associated with distance or remote learning, but forms part of a conscious choice of the best and most appropriate ways of promoting *effective learning*. In the case of 'Distance Learning' there is an assumed distance between the teacher and the learner but this distance should not change the fundamental transactions of the learning and teaching process.

Judgements about *effective practice with e-learning* can be based on the same criteria as judgements about *effective practice in learning generally*, i.e. that the practice should:

- engage learners in the learning process
- encourage independent learning skills
- develop learners' skills and knowledge
- motivate further learning

And in the broadest sense, effective learning is likely to occur when opportunities to learn involve:

- the right resources
- the right mode (or blend of modes) of delivery
- the right context
- the right learners
- with the right level of support

The availability of technologically mediated forms of learning simply introduces some additional decisions for the practitioner: from the technologies available for use, which should be used, when and with whom?

Bringing about effective learning, however, is a complex and creative process which involves identifying learning objectives, recognising the needs of the learners, selecting the most suitable approach, and then striking an appropriate balance between e-learning and other modes of delivery.

A learning activity represents the means by which the practitioner brings about learning and seeks to influence the development of learners. Learning activity design highlights the importance of aligning three essential elements:

- **Learners:** their needs, motives for learning, prior experience of learning, social and interpersonal skills, preferred learning styles and expectations of the course and of the practitioner

- **Intended learning outcomes:** the purpose behind the learning activity; internal or external goals and targets

- **Learning environment** (face-to-face or virtual): available resources, tools, facilities and services and their match with the learners' needs

Within the context of any activity, the interaction between these three factors will be dynamic and may influence decisions in an unequal way. The decisions that underpin designing for learning in any particular context, and in any given pedagogical approach, will increasingly involve a selection from both new and established practices, based on perceptions of the learners' needs, the nature of the learning environment and the intended outcomes, as practitioners seek to orchestrate effective learning by seeking out the most appropriate tools.

What is important to the successful adoption of e-learning is understanding how practice involving learning technologies can enhance the development of learning activities and how e-learning can be

effectively integrated into and alongside established practice, to ensure that, whatever the approach and the intended learning outcomes, the learning potential of all learners is maximised.

Any development of joint approaches to e-learning should therefore be based on institutional commitments to developing effective learning for existing cohorts of learners and not for new cohorts of technology-only based learners.

e-Learning may in some contexts be the only 'card' that can be used, but more frequently, it should be an option that extends the range and power of delivery, and a technique that can enable more active learning for a wider variety of learners. By placing e-learning options alongside established practice, it should be possible for individuals designing learning activities to choose which will give them the strongest hand to play.

## 1.6. Practitioner expertise

The skill of the practitioner remains key to the effectiveness of learning – an unchangeable factor in a context of rapid change. However, practitioners now need to understand how to draw advantage from an increasingly diverse range of tools and media and select the most suited to their purpose; the appropriate integration or blending of technology-mediated activities with face-to-face learning and teaching is an important dimension in 21st century practice. When designing learning, practitioners must also be aware of the impact of technology on the way learners learn and make explicit for them the most effective learning strategies.[7]

Research[8] commissioned by JISC and the British Library into the use of technology for research in higher education, for example, warns that, despite their familiarity with computers, learners lack the critical and evaluative skills required to interpret information found online. In response, JISC programmes of research are focusing on learning literacies, course design and approaches to delivery in order to explore further what learning and teaching in a digital age entail.

Effective practice with e-learning should be based on three key principles:

- Designing effective learning activities involves decisions which appropriately reflect the needs of learners, the nature of the learning environment and the intended learning outcomes

- Effective practice matches learners' needs with tools and resources within the learning environment, the approach taken reflects learners' preferences and abilities, and matches these to the intended outcomes

- Where the e-learning option is used, it extends learning potential and is not used for its own sake

## 1.7. The primary constituent group

*The participation of adult learners in various forms of distance education is not a recent development. Seevers (1993) and White (2006) note that the Apostle Paul involved Christian adult believers in the earliest form of Christian distance education when he employed the epistle as a form of mediated instruction that helped bridge the gap that separated teacher (Paul) from students (Christians in various parts of the Roman Empire in the first century).[9]*

In the UK, the highest proportion of learning online by whatever means is by adults. A study undertaken by the Higher Education Funding Council identified over 2,600 HE level online and distance learning

---

[7] Effective Practice in a Digital Age, © HEFCE, 2009
[8] www.jisc.ac.uk/media/documents/programmes/reppres/ggworkpackagei.pdf
[9] Best practices of Online Education, Information Age Publishing In, 2012

courses offered by, or on behalf of, UK HE and FE institutions. These included: 1,528 courses offered by 113 HE and FE institutions; of which 510 were identified as being delivered online (including blended learning); 952 courses offered by the Open University; of which 600 were dependent on the web and a further 95 were delivered fully online; 175 courses offered in partnership with commercial partners. [10]

Defining adulthood is the subject of debate but Havighurst (1972) and Neugarten (1974)[11] offer the following:

- 19-35
- 36-6- Early Adulthood
- Middle Adulthood (61+)
- Later adulthood

However, Knowles (1980) says that 'psychologically, we become adults when we arrive at a self concept of being responsible for our own lives, of being self-directing' (1980, p64).

The biblical view of adulthood is not age specific but rather it is described psychologically as being when one is moving to maturity and being able to judge, evaluate and think independently. It is in the liberty of faith that a believer matures:

*'The law was our pedagogue until Christ came that we might be justified by faith.'* Galatians 3:24

*'In fact, though by this time you ought to be teachers, you need someone to teach you **the** elementary truths **of** God's **word** all over again. You need **milk**, not solid food! Hebrews 5:12*

The distinctive approaches of educating adults as opposed to educating children is explored by Knowles when he was Associate Professor of Adult Education in Boston University and he used the word 'androgogy'[12] to distinguish approaches to adult education from the classical use of pedagogy (used frequently to describe the education and teaching of children).

The point is simply this: the teaching of adults requires a very different approach to learning than the traditional methods of delivery used in formal education at a primary and secondary level. Effective learning must include full recognition of the abilities of the learner and whether the learning is mediated through online, distance and technology-enabled means, there must be an empathetic approach to the needs of adults rather than children.

Merriam (2201) describes a set of assumptions to take account of when engaging adults in learning. These assumptions describe a learner who:

- Has an independent self-concept and who can direct his or her own learning
- Has accumulated a reservoir of life experiences that is a rich resource for learning
- Has learning needs closely related to changing social roles
- Is problem-centered and interested in immediate application of knowledge and
- Is motivated to learn by internal rather than external factors (e.g. job-related)

In addition, Kemp also proposes that learning needs to take account of the social dimension in which adults engage and create an online learning community that 'recognises students as being situated in specific familial and church contexts that instructors need to integrate into online learning experiences' (Kemp (2010).

---

[10] Study of UK Online Learning; Report to HEFCE by the Department for Continuing Education, University of Oxford, October 2010

[11] Best Practices of Online Education: A Guide for Christian Higher Education, Information Age Publishing Inc, 2012
[12] The Modern Practice of Adult Education: Pedagogy versus Andragogy, Knowles (1970)

The advent of facebook, Twitter, blogging and other social media as well as a much higher incidence of online learning through formal education and corporate training programmes demonstrate how communities can transcend physical space and still have actively engaged learners (Vesely, Bloom & Sherlock, 2007).

## 1.8. The Consequences of implementing an adult approach to online learning

Vygotsky (1978) outlined his concept of educational scaffolding though not using this term. He viewed interaction with peers as an effective way of developing skills and strategies. He suggested that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the 'zone of proximal development' (ZPD).

Vygotsky believed that when a student is at the ZPD for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

The ZPD has become synonymous in the literature with the term **scaffolding**. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own.

For this reason, Lowe (2005) proposed the 'Providing Academic and Relational Support (PARS) model for distance education which required consideration of the developmental capacity of learners. The model assumed that adults require support and assistance at the start of an online educational engagement in order to acquire skills in taking on responsibility for their own learning. So, Gibson (1996) observes that 'a student orientation that introduces procedures for learning at a distance … and instruction in the process of directing one's own learning … also seems appropriate early in a student's programme'.

Pam Vesely et al (2007) has provided from research the elements of a learning community:

- A sense of shared purpose
- The establishment of a boundaries defining who is a member and who is not
- The establishment and enforcement of rules/policies regarding community behavior
- Interaction among members (staff and students)
- A level of trust, respect and support among community members

In establishing such a learning community it is possible to still address the formative role of theological online education. The ultimate purpose in the provision of theological education online is to contribute to the formation of disciples and not simply well-educated Christians.

Maddix (2012) identifies best practices in online learning communities that would be attuned to the overall purpose of creating disciples:

- Develop clear guidelines for online discussion to promote reflective, critical, thoughtful and balanced responses between staff and students
- Develop Supportive learning environments for students to feel safe, welcomed and supported
- Online presence and staff involvement on a routine (daily) basis
- Create learning activities that foster interaction and dialogue[13]

---

[13] Best Practices of Online Education, Information Age Publishing, 2012

**1.9. In summary**

Online education:

1. Is pervasive in today's learning sectors
2. Requires institutional commitment and embedding for its own learners and programmes and not for discrete cohorts of ODL groups
3. Has distinct advantages in making training and education available to transcend the boundaries of time and geography
4. Must take account of the best principles of effective learning so that learning is the issue and not technology
5. Must take account of the learning needs and learning profiles of the primary constituent groups, i.e. adults
6. Must be well structured and focused on learner needs
7. May require to be disproportionately supported at the early stages until learners acquire skills in directing their own learning

## 2. ILT Vision

To further the approaches outlined above, the Partners in e-learning summarised in this paper are committed to a future where theological and biblical training and education will no longer be tied to a particular place or time, but learners will be able to pursue their learning in a style, place and time that is suitable to their needs.
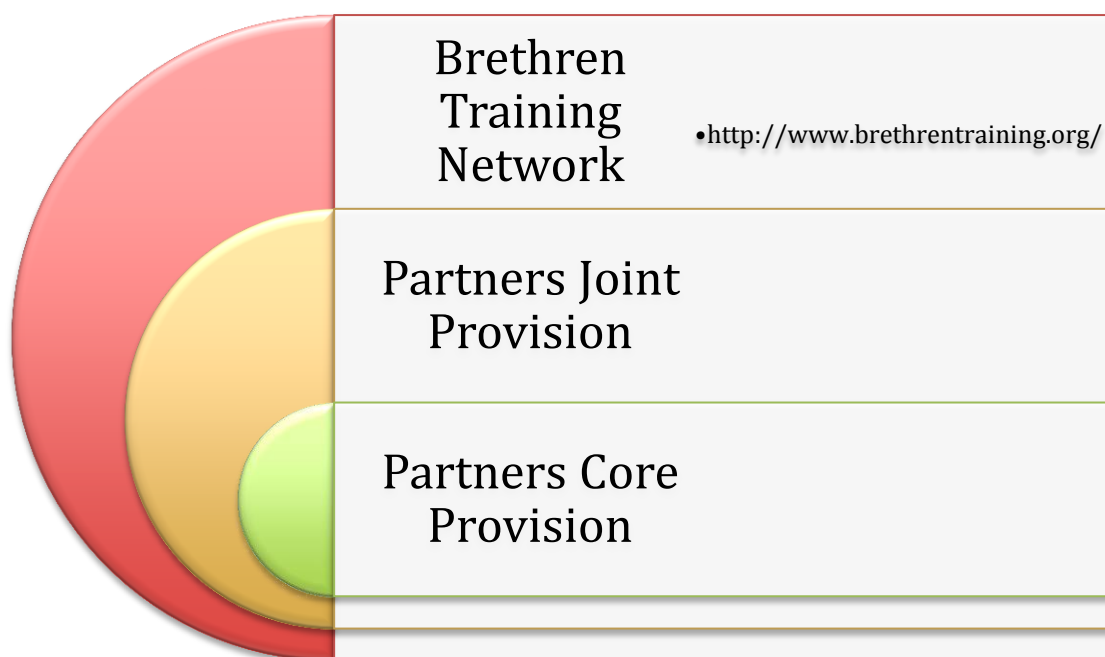


## 3. ILT Objectives

In pursuit of this aim we will seek to use technology to:

- provide a *student-centred approach* to learning and teaching
- enable individuals to access education and training though a *blended approach to learning and teaching*
- extend the reach of the partners into *geographies of the world* where provision of biblical studies, theology and mission is difficult to access

- extend the provision of learning and teaching to relevant *partners in mission*
- *overcome time-related barriers* to participation in formal theological, biblical studies and leadership training
- make shared student administrative processes efficient and effective

## 4. Regulatory Framework for offering Online Courses

The partners face a compliance framework for delivery of online education. In the case of Emmaus Bible College in Dubuque, this is provided by the Commission on Accreditation of the Association for Biblical Higher Education and the Higher Learning Commission of the North Central Association of Colleges and Schools. Emmaus Bible College, Sydney, Australia, is a Member Institution of Sydney College of Divinity and teaches their award. Sydney College of Divinity is registered and accredited with the Tertiary Education Quality Standards Agency (TEQSA). In the case of Tilsley College, this is provided by the European Evangelical Accrediting Association.

The partners will need to comply with their own regulatory frameworks but agreement is required to a number of common principles:

### 4.1. Institutional Support

Institutional support and commitment is necessary to ensure the provision of quality distance education.

### 4.2. Pedagogy, Design & Delivery

All courses will require to be designed to ensure equivalent learning outcome regardless of a student's mode or place of study. All courses will facilitate critical and independent thinking, increased student engagement in learning. Distance and online education will be carefully and intentionally designed for these modes of study and will be based on appropriate teaching approaches and pedagogies. This will also include assessment. Delivery will use technologies appropriately for the intended learning outcomes and will also facilitate appropriate and timely interaction between instructors/ tutors and learners.

### 4.3. Learner Support

Learners undertaking online and distance education will be provided with appropriate and sufficient support in every aspect of their learning from initial enquiry through to course completion. This will include deployment of information and other support systems required to assist learners to effectively carry out their learning activities and responsibilities.

### 4.4. Technological Support

Technologies including their infrastructure chosen for the design and delivery of online/ distance education will be appropriate to the context and learning objectives and will be sufficiently and appropriately supported by each partner.

### 4.5. Faculty & Staff Support

Teaching and support staff involved in the development and delivery of online/ distance education will have demonstrable skills and understanding of how to provide a high quality learning environment and experience for online/ distance learners.

### 4.6. Evaluation and Review

Programmes of online/ distance education will be regularly evaluated with the aim of improving the structure, content, delivery and resourcing of these programmes.

## 5. Sharing of developments

*Emmaus Bible College (U.S.)* currently serves primarily 18-24 year old learners in a residential college setting.  The College offers face-to-face instruction with technological support through the Moodle LMS.  Although the College explored development of online courses/programs in the early 2000s, the institution did not demonstrate sufficient capacity to launch a for-credit distance learning program at that time.  Instead, the institution focused its efforts on a non-credit distance learning initiative called *EmmausOnline*.

*EmmausOnline* provides free podcasts of lectures by Emmaus Bible College faculty members.  These podcasts are not simply lecture samples, but full college courses filmed on location in Emmaus classrooms.  The content is offered free of charge on the Emmaus website (www.emmaus.edu), at iTunes University, through the Emmaus Bible College app (available at the iTunes Store) and on the BTN website (www.brethrentraining.org).

*EmmausOnline* resources are accessed by individuals, assemblies, and training institutions.  Usage data demonstrates significant impact.  A few program details are provided below:

- More than 20 full-courses posted (e.g., New Testament Survey, Old Testament Survey, Survey of Doctrine)
- 900+ other downloadable files (e.g., Iron Sharpens Iron conference, chapel messages)
- 1 course posted in Spanish
- 122+ countries reached
- Total lectures downloaded since April 2010 – 1.6 million

Although the College's current for-credit, educational efforts serve resident learners, at the time of its founding 73 years ago, the school served primarily adult learners in evening, commuter programs.  To reengage with this constituency, Emmaus Bible College is renewing its efforts to offer for-credit programs through distance learning (hybrid and online).  Status of these efforts is noted below:

- Approval to offer online courses (not yet programs) received from NCA (April 2014)
- Approval to offer online courses (not yet programs) anticipated from ABHE (May 2014)
- Pilot course development—World  Religions, Western Civilization, Bibliology/Theology Proper (Spring/summer 2014)
- Consultant audit of institutional capacity (Summer 2014)
- Intended launch of for-credit courses (January 2015)
- Intended launch of program(s) entirely online (August 2015)

Once the development of pilot courses is complete, course development efforts will be focused on the foundational Bible courses offered at the College, including Survey of Doctrine, Old Testament Survey 1 and 2, and New Testament Survey.  Video content developed for the *EmmausOnline* initiative will support course development but will not serve as the only method of content delivery.  The college will then turn its attention to development of online programs.  The following programs are currently be considered: Certificate in Biblical Studies, Continuing Education Certificate in Missions, and Continuing Education Certificate in Youth Ministry.

*Emmaus Bible College (U.S.)* currently offers programs at certificate, associate, and baccalaureate levels.  Successful development of an online platform will likely lead to expansion of academic scope to include adult degree completion programs (accelerated approaches to degree completion for adult learners with some college) and graduate level programs.

*Emmaus Bible College (U.S.)* is currently partnering Moody Bible Institute in course design and technology issues.

*Emmaus Bible College (Australia)* has delivered online learning across all its courses for the past four years. All courses available online can be taken for credit at anytime. All of Emmaus' awards are available either synchronously or asynchronously. For the past four years Emmaus has used and continued to develop the use of Moodle as its online learning portal.

*Tilsley College* does not have a learning platform available for either guest visitors although it uses Moodle to develop some course provision for core elements of its two one year courses. In addition, it has produced static materials such as PowerPoint(T), Word(T), etc. for its Joshua Project, a church-based programme of Theological and Biblical Studies. It has delivered 'Learning to Lead' online for a number of years. The resources for this course have been produced as a book and a DVD (see https://www.globookshop.com/shopexd.asp?id=15061 ). The College is exploring learning platforms in order to advance its e-learning capacity.

The development of fully integrated on line resources can be time-intensive.

Bryan Chapman of Brandon-Hall listed these average development times:

Development times to create one-hour of training

**34:1 — Instructor-Led Training (ILT)**, including design, lesson plans, handouts, PowerPoint slides, etc. (Chapman, 2007).
**33:1 — PowerPoint to E-Learning Conversion** (Chapman, 2006a, p20).
**220:1 — Standard e-learning** which includes presentation, audio, some video, test questions, and 20% interactivity (Chapman, 2006a, p20)
**345:1 — 3rd party courseware**. Time it takes for online learning publishers to design, create, test and package 3rd party courseware (Private study by Bryan Chapman
**750:1 — Simulations** from scratch. Creating highly interactive content (Chapman, 2006b)

Development times to create one-hour of e-learning (The eLearning Guild, 2002):

**Simple Asynchronous:** (static HTML pages with text & graphics): 117 hours
**Simple Synchronous:** (static HTML pages with text & graphics): 86 hours
**Average Asynchronous:** (above plus Flash, JavaScript, animated GIF's, etc.): 191 hours
**Average Synchronous:** (above plus Flash, JavaScript, animated GIF's, etc.): 147 hours
**Complex Asynchronous:** (above plus audio, video, interactive simulations): 276 hours
**Complex Synchronous:** (above plus audio, video, interactive simulations): 222 hours

Note that these are averages, thus any one program might take as little one hour or up to 500 hours depending on the person's design skills and knowledge of the subject, amount of material to be converted, and the type of transformation needed.[14]

It is evident that development will be quite slow unless specific resource is devoted to this developing partnership. Emmaus Bible College (US) have entered into a partnership with a Third Party Provider for development of online course development.

## 5.1. Sharing of resources (especially faculty expertise)

*Emmaus Bible College (U.S.)* is willing to explore opportunities to enroll students studying at other BTN institutions in EBC online course offerings, provided students can meet institutional admission requirements for international students. Additionally, Emmaus would be willing to consider participation in an online consortium of BTN institutions offering for-credit courses, if such a consortium would serve the needs of the brethren movement worldwide.

---

[14] See more at: http://www.nwlink.com/~donclark/hrd/trainsta.html#sthash.LEV3xu4K.dpuf

*Emmaus Bible College (U.S.)* would also welcome opportunities for faculty exchange with other BTN institutions.  In fall 2013, Dr. Steve Sanchez (Chair, Bible/Theology Dept.) spent a semester at Samfya Bible School (Zambia) teaching and providing professional expertise for curriculum development.  There are some challenges in receiving international faculty members to teach in U.S. institutions due to Homeland Security measures, but the College would value short term visits (e.g., 1-week courses, guest lecturers), which are easier to arrange.

Additionally, *Emmaus Bible College (U.S.)* may have teaching faculty members who would be willing to teach online courses for other brethren institutions (depending on availability and load).

To teach in institutions of higher education in Australia including *Emmaus Bible College (Australia)*, you must comply with the N+1 rule. That is, you hold the award higher than the one you teach, to teach bachelor you hold the masters degree and to teach the masters degree you hold the doctoral award. It is also noted that lectures are required to teach within their field of study only.

*Emmaus Bible College (Australia)* would also welcome opportunities for faculty exchange with other BTN institutions.

*Tilsley College*, as the smallest of the partners in this collaboration is committed in principle to sharing opportunities for exchanges with other institutions but in practice, the exchange is likely to prove very difficult during term time and it is likely that Tilsley would provide opportunities inward. Nevertheless, there are a substantial number of guest lecturers at Tilsley and these could also be pooled for inter-institutional delivery.

> The College Partners would welcome the development of a Faculty Resource listing of English-speaking instructors at brethren-focused institutions worldwide.  A database of names, credentials, expertise, and contact information would facilitate sharing of faculty in order to maximise impact. See **Appendix 2.**

### 5.2. Lead responsibilities

As a preliminary position, the partners have agreed that for levels stages of new single units/ modules/ programmes, lead responsibility will be shared as follows:

- Tilsley College: early stages
- Emmaus Bible College (US): middle stages and bi-vocational provision
- Emmaus Bible College (Australia): post-graduate provision

These responsibilities should not be seen as exclusive, they will be evaluated in light of:

- Level of demand
- Content expertise
- Opportunities for joint or shared development
- Capacity

Whilst the Partners are committed to work collaboratively, it is with a general commitment to retain the distinctive approaches and perspectives of the Institutions.

### 5.3. Support to smaller institutions and individuals through on-line provision

*EmmausOnline* resources are already available for use.  This content could be utilized in concert with a faculty facilitator in country to develop for-credit courses around the video content.  This provision could be utilized free of charge for unaccredited brethren institutions worldwide.  Please contact Emmaus Bible College (U.S.) for authorization.

In addition, the partners are interested in developing cross-institutional contacts, especially for resources or delivery in English language or from experienced Accredited Institutions delivering their programmes in languages other than English. Resources all shared: faculty sharing expertise, especially adjunct faculty for delivery on a cross-institutional basis.

## 5.4. Development of a Community of Interest: Mission Workers

There is a need for ongoing personal and spiritual development in Christian ministry. The stages of learning for those in Christian ministry generally follows the four broad stages outlined below:

First, initial training which takes place usually in a conventional Bible college. This kind of training primarily involves teachers giving the students information and training them to think, as they will not have enough experience to contribute meaningfully to any open discussion.  However, when someone has spent some time either in local church ministry or on the foreign mission field, their needs will change.  Now they have experience and are grappling with real questions that need an answer.  They consequently require a different kind of training which specifically meets the needs of the job they are actually doing.

Second, as a missionary/ Christian worker gets involved in ministry, often the focus of what they do changes, and for the new situations they face they require fresh training.  For example, a missionary may go out to plant a church and consequently focus greatly on issues like evangelism and discipleship. After a few years, however, when a church has been established, issues such as leadership and Bible teaching will be of greater importance, and training focussed on these areas will now be of great value.

Third, life constantly changes and, as it does, so training methods and content will move on and develop. As a result, some material that a missionary might have learned in Bible College 10 years ago will now be largely redundant.  New situations will require a new contemporising of knowledge.

Fourth, all mission and ministry is inherently sapping.  It is not possible to be in a position where someone is continually giving out without being replenished. Obviously within our devotional life Christians do have the facility for replenishment.  However, there is significant benefit from learning and training as a means of recharging spiritual, intellectual and emotional batteries.

Given the nature of Brethren based ministries where few have contracts of employment and are less directed in their activities than in secular employment, the nature of development should reflect these looser ties and place more onus on the individual.

In addition, given the disparate nature of mission work, co-learning is often impossible.

It is the intention of the partnership to provide informal learning opportunities that are relevant to potential or existing mission workers in various Christian ministries such as AMT, CMML, CMS and Echoes. This kind of learning occurs where the learning goals and objectives are set by the learner and are very compatible with the philosophy of online learning.

## 5.5. Entry Behaviour and Accreditation of Prior Learning

Alignment of entrance requirements across diverse educational systems represents a challenge to shared course offerings among brethren training institutions.  The three institutions engaged in initial conversations (Emmaus Australia, Emmaus U.S., and Tilsley Scotland) articulate admission standards in distinct ways that reflect the practices of the home countries.

| Entry Requirement | Emmaus (AU) | Emmaus (US) | Tilsley (SCT) |
|---|---|---|---|
| Christian Commitment | | 1. Personal testimony of relationship with Jesus Christ<br>2. Church leader and academic recommendations | 1. Personal testimony of relationship with Jesus Christ and spiritual growth<br>2. Church leader and other recommendation |
| English Proficiency | IELTS of 6.5 or greater with no score less than 6.0 in each band (reading, writing, speaking, and listening) | TEOFL – 80 total score (equivalent to IELTS of 6.5) | TEOFL Grade 6 or better (CEFR level B1 in all four components – reading, writing, speaking, and listening) |
| Academic Qualifications | 1. Satisfactory completion of Year 12 with ATAR of 72.50 or above, or its equivalent<br>2. Students over 21 may receive special entry admission | 1. Aged 17 and above: completion of secondary education (3 SQA Highers at grade D or above or 3 GCE AS levels or 2 A levels or academic equivalent<br>2. Students 21 or above must attain 1 SQA Higher or GCE AS at Grade D or other equivalent + work experience | High school diploma or GED. ACT or SAT score. Students with lower than 2.0 cum HS GPA or below 19 ACT or 920 SAT are admitted under academic assistance |

| Entry Requirement (Postgraduate) | Emmaus (AU) | Emmaus (US) | Tilsley (SCT) |
|---|---|---|---|
| English Proficiency | IELTS of 7.0 or greater with no score less than 6.0 in each band (reading, writing, speaking, and listening) | | |
| **Academic Qualifications** | | | |
| Master of Theology | A three-year undergraduate theological or related degree | | |
| Master of Arts | A three-year undergraduate degree in any discipline or 'professional entry' (5 years employment at senior level within a church, para church organisation or other field) | | |
| Master of Divinity | A three-year undergraduate degree in any discipline | | |

Emmaus Bible College (Australia) also is National Registered Vocational provider that offers qualifications at Certificate III, Certificate IV and Diploma levels in Christian Ministry and Theology under the Australian Qualification Framework (AQF). Entry into these courses tend to be much lower: however, English still needs to be demonstrated at IELTS 5.5 for Cert IV level and IELTS 6.0 for Diploma level.

The Diploma of Christian Ministry and Theology articulates into the second year of the Bachelor of Theology and Bachelor of Ministry awards.

Although standards and requirements are stated differently from institution to institution, all three colleges state academic achievement and English proficiency requirements for entering students. Two of three articulate a Christian commitment standard as well. Continued dialog for the purpose of greater understanding of distinctive national approaches and alignment of entry requirements would be helpful. This will be particularly important for receiving students from non-English speaking countries.

In the U.S., a number of private organizations provide evaluation services of international education credentials. Emmaus (U.S.) has used World Education Services (www.wes.org) to evaluate international student credentials for admission and/or transfer. WES also provides some free resources that compare grading scales and educational systems worldwide.

## 5.6. Bi-Vocational Provision

In order to meet the needs of its constituency, Emmaus Bible College (U.S.) has expanded its curriculum beyond Bible/theology and vocational ministry programs. In addition to its more traditional Bible college programs, Emmaus offers a number of professional programs designed to prepare students for positions in various fields:

- Business Administration
- Computer Information Systems
- Nursing
- Teacher Education
- Teaching English as a Second Language

Current plans do not include development of these programs as online offerings in the first phase of the project, but once the online platform becomes well established, the College may work to provide some or all of these offerings through distance learning.

## 5.7. Program Equivalences

Like entrance or admission standards, identifying equivalencies in program offerings across international borders presents some challenges. In general, baccalaureate programs in the U.S. require more general skills and liberal arts studies than equivalent programs in Europe or Australia, which tend to emphasize courses within the major area of study.

The U.S. does not employ a federalized or national approach to quality assurance/accreditation; rather it uses a private, peer accreditation model. Thus, colleges and universities must meet accreditation standards of one of seven regional accreditors and/or the standards of specialized national accreditors. Additionally, U.S. institutions are not required to hold accredited status; however, they must be accredited in order to receive federal and state financial aid dollars.

In contrast, Australian higher education institutions do need to meet regulated national standards for registration (institutional status) and accreditation (course approval). Registration and Accreditation can be granted for up to seven years by TEQSA.

Institutions offering courses or programs through the online modality must align with national (or accrediting agency) standards related to distance learning. In the U.S., all of the regional accreditors (and the Association for Biblical Higher Education) have adopted standards for online education based on an articulation of best practices by the *Western Cooperative for Educational Telecommunications* (WCET) entitled **Best Practices in Online Distance Education.**

The European Evangelical Accrediting Association, Tilsley College's accrediting body, also has published standards specific to online distance education, which are included as an appendix in its accreditation manual.

The Tertiary Education Quality and Standards Agency in Australia sets quality standards for Australian institutions, including the Sydney College of Divinity (the regulatory body for Emmaus Bible College Australia). It appears that standards related to distance online learning are embedded in the Higher Education Standards Framework (2011). Instead of articulating quality standards specific to online learning, the AU approach articulates quality standards that must be met regardless of delivery system (F2F, online, or hybrid). Standard 7 addresses the provision of IT education most directly.

Sydney College of Divinity has developed it own Distance Education Standards, which all Member Institutions (MI) of SCD are required to comply with. Each MI is required to undergo an annual self-assessment and every five years as part of the College's moderation process.

In order to move the BTN project forward, it may be necessary to develop a document of shared best practices that meet the requirements of all of the institutional regulatory bodies referenced. Although this task may be challenging at the onset, this approach will help to ensure that courses and programs open to network participants will meet regulatory standards without need for case-by-case review. The framework provided above: (1) institutional support, (2) pedagogy, design, and delivery, (3) learner support, (4) technological support, (5) faculty and staff support, (6) evaluation and review, can be used as a helpful foundation for such a project.

A regulatory framework is developing through the International Standard Classification of Education (ISCED) to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions. In 2011, a revision to ISCED was formally adopted by UNESCO Member States. The product of extensive international and regional consultations among education and statistical experts, ISCED 2011 takes into account significant changes in education systems worldwide since the last ISCED revision in 1997.

The first data collection based on the new classification has begun in 2014. The UIS is working closely with Member States and partner organizations (such as OECD and Eurostat) to map education systems to the new classification and revise collection instruments. This may provide a useful process for establishing equivalences.

### 5.8. Mentoring

'Mentored-learning' in online learning can mean anything from sending a student a couple of emails to diligently monitoring a student's progress twenty-four hours a day, seven days a week.

For this paper, mentored learning plays a key role in the overall learning experience. There is a need to pair self-paced reading materials and practical assignments with several kinds of communications such as student-to-instructor email, student-to-student email, real-time classroom chat, and discussion groups. This means that throughout the course, students could be performing one of four operations:

- Reading through the course materials – students read through a series of lesson modules and take quizzes to prepare themselves for the practical assignments. This is very much like traditional studying.
- Completing the assignments – students work with course software, researching, creating, assembling and submitting assignments.
- Working with other students – students should be able to work with other students via email, chat and discussion groups to either discuss topics or complete group assignments.
- Being mentored by the instructor – students are being monitored and guided through these activities by a course instructor or tutor. This mentoring includes email exchanges, discussion forum exchanges, and marking of assignments.

*Email exchanges:* Either instructors or students can initiate email exchanges. Success is measured by the speed of the response. Instructors respond at best speed, often within minutes, and students can be notified of the times during the day when they can expect more immediate responses.

*Discussion forums:* In the discussion forums, students can take leadership on specific topics of their experience or issues of importance to them in their studies. Here, instructors are involved by commenting, supporting, and linking users. Answers can be provided by the instructor/ tutor, but they should also listen and promote student-based initiatives and ideas

*Marking:* The Instructor/ tutor marks assignments with comments linked inside the student materials so readers see exactly where work can be improved and corrected.

# Appendix 1: Some Current ILT Provision

**List of Exemplar Courses: Emmaus Bible College (US)**

OLD TESTAMENT SURVEY — PART 1 AND PART 2 (72 LECTURES)
Part 1 is a survey of the books of the Old Testament covering the period from Creation through the Davidic monarchy.  Attention will be given to the distinctive message and major features of each book with an emphasis on the Abrahamic, Mosaic, and Davidic Covenants as they pertain to God's purposes for Israel and the world. Part 2 covers the period from Solomon through the post-exilic prophets with an emphasis on the events leading up to Israel's captivity, as interpreted by the prophets, and on the nation's return from exile.  Special consideration will be given to the prophetic expression of hope for Israel's future.

NEW TESTAMENT SURVEY (27 LECTURES)
An overview of the New Testament, including an emphasis on the distinctive message, historical setting, and theological contribution of each book. Geographical and archaeological support for each book will also be considered.

LIFE OF CHRIST (38 LECTURES)
A detailed study in the life of Christ. The chronological and geographical aspects of the Lord's ministry will be stressed as He offers the Kingdom to Israel with its subsequent rejection.

ROMANS (28 LECTURES)
A verse-by-verse exposition of the Epistle to the Romans with careful attention being paid to the development of the argument of the book, the authorship, recipients, occasion, purpose, and theology of the epistle.

FIRST CORINTHIANS (36 LECTURES)
An exposition of Paul's First Epistle to the Corinthians with careful attention being paid to the argument of the book, its problem passages, and its contribution to New Testament church practices.

SURVEY OF DOCTRINE (27 LECTURES)
Veteran teacher David A. Glock leads a class through a survey of the major doctrines  of Christian theology including Theology Proper, Bibliology, Christology, Pneumatology, Angelology, Soteriology, Anthropology, Hamartiology, Ecclesiology, and Eschatology.

BIBLIOLOGY/THEOLOGY PROPER (37 LECTURES)
Dr. MacLeod, Dean for Biblical Studies, leads an examination of three areas of Christian theology. (1) Theological prolegomena, that is, a study of the nature and method of systematic theology, (2) the doctrines of the inspiration, inerrancy, and authority of Scripture, and (3) the doctrine of God, including the attributes of God, Trinitarianism, the person of God the Father, and an evaluation of contemporary views on these topics.

APOLOGETICS (24 LECTURES)
An introduction to the task and methodology of Christian apologetics. This course will explore common objections to the Christian faith and prepare students to respond in reasonable and

appropriate ways. Students will be introduced to the impact of postmodernism in our culture and the challenge it presents for the apologetic enterprise.

BIBLICAL CHURCH LEADERSHIP (14 LECTURES)
A study of leadership principles derived from the Bible and applied to the church.

DEUTERONOMY (41 LECTURES)
A study of the Book of Deuteronomy with a view to understanding its historical context, theology, and application for today. Particular emphasis is placed on the significance of Deuteronomy as a covenant document between Yahweh and Israel and the book's impact on the rest of the Hebrew canon.

PRISON EPISTLES (24 LECTURES)
A verse-by-verse exposition of Ephesians, Philippians, Colossians, and Philemon with special attention given to the argument, theology, and problem passages of each epistle.

JUDAISM (9 LECTURES)
An exploration of many facets of modern Judaism including Jewish life cycle, holidays, practices with an emphasis on the differences between the doctrines and practices of Orthodox, Conservative, and Reform groups. The student will also learn the difference between rabbinical Judaism and biblical Judaism.

HOW TO LEAD A CHILD TO CHRIST (7 LECTURES)
A presentation of the content of Dan Smith's book How to Lead a Child to Christ, published by Moody Press, in these lectures Dan provides wise, helpful instruction for anyone involved in gospel ministry to children. He discusses the biblical foundation for child evangelism as well as psychological issues related to this ministry. He also gives practical guidance on methods and techniques that can be helpful when witnessing to children.

ESCHATOLOGY (36 LECTURES)
A comprehensive study of the future events in God's prophetic program. The major millennial views will be presented along with differing views of the Rapture of the church. Attention will be given to the unconditional covenants of the Old Testament and to the development of the doctrine of the kingdom of God in the Old and New Testaments. The reality of hell and the current debate over conditional immortality will also be discussed.

HOLOCAUST (10 LECTURES)
An examination of the history of the Holocaust and its aftermath. The course includes a study of the background of Anti-Semitism.

http://www.emmaus.edu/files/Documents/Academics/EBC%20Catalog%202013-14%20FINAL%20OFFICIAL.pdf

**Exemplar Courses: Emmaus Bible College (Australia)**

Emmaus Bible College has been a leading distance education provider for over 50 years through its correspondence school.  Many students around the world study vocational courses, undergraduate and postgraduate courses or single subjects through distance education program.

Online provision includes virtual classrooms, forums, wikis, blogs, podcasts, and access to library resources.
Distance learning provides the flexibility to design studies to suit individual needs. Whether graduate and master degrees through single subject study, Emmaus online matches an individual learning program around individual's work, family and lifestyle.


**Exemplar Courses: Tilsley College (UK)**

- Learning to Lead http://www.tilsleycollege.com/tilsley/ltlmost.html
- Lingua Serve Teaching English as a Second or Other Language (in conjunction with Christian TEFL Online), see http://issuu.com/simonmarshall/docs/linguaserve_brochure_dec_2013
- Courses in Hebrew and Greek (in conjunction with Biblemesh) (see http://issuu.com/simonmarshall/docs/biblemesh_2013 0

# Appendix 2: Register of English Language Faculty

| Name | Title and Current Position | Institution | Subject Specialism:<br>• Pastoral<br>• OT<br>• NT<br>• Systematic Theology<br>• Other (specify) | Level of Qualification:<br>• Associate Degree<br>• Bachelors Degree<br>• Masters Degree<br>• Doctoral Degree<br>• Other (specify) | Email |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |