

**ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY**

**GRADUATE THEOLOGICAL STUDENTS' EDUCATIONAL EXPECTATIONS  
AND THE EXPERIENCED CURRICULUM FOCI: KNOWLEDGE-CENTERED,  
LEARNER-CENTERED, SOCIETY-CENTERED**

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**The Faculty of Asia-Pacific Nazarene Theological Seminary**

**In Partial Fulfillment of the Requirements for the Degree**

**Master of Arts in Religious Education**

**BY**

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**ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY**

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**MASTER OF ARTS IN RELIGIOUS EDUCATION**

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## **ABSTRACT**

This study sought to describe the educational expectations and current experiences of Asia-Pacific Nazarene Theological Seminary (APNTS) students in terms of knowledge-centered, learner-centered, and society-centered perspectives. The diversity represented by the APNTS faculty and students leads to a unique mixture of educational views. With past experience in teaching styles, classroom environment, language of instruction, and educational purposes, differences in what is expected compared to what is experienced can have a profound effect on a student's view of his or her education. This study was significant in giving a voice to students in how they feel about their educational expectations and experiences and in furthering faculty understanding of students' experiences in order to enhance communication and the quality of education at APNTS. Open-ended questionnaires, interviews, and focus groups were used to explore the viewpoints of APNTS students about their expectations and experiences. The researcher then analyzed these expectations and experiences in terms of knowledge-centered, learner-centered, and society-centered perspectives.

The researcher used the theoretical framework of Arthur Ellis to articulate the educational perspectives found in APNTS students' expectations and experiences. While no curriculum holds purely to one model, Ellis felt that one or a combination of the knowledge-centered, learner-centered, and society-centered perspectives could describe experienced curricula. This study employed a qualitative, descriptive method to explore students' educational expectations and experiences in light of Ellis' curriculum foci.

APNTS graduate students from the 2008-09 school year were asked open-ended

questions concerning their expectations and experiences through open-ended questionnaires, interviews, and focus groups. The researcher carefully reviewed the responses and analyzed the findings in terms of knowledge-centered, learner-centered, and society-centered perspectives.

Knowledge-centered expectations were found in the students' purpose in attending APNTS, high academic standards, evaluation techniques, and instructional methods. Learner-centered expectations were found in the students' desires for spiritual growth through their education, student capacity and understanding, communication outside the classroom and about assignments, and relationships with professors. Society-centered expectations were found in the purpose of mission training, the importance of interactive discussion, and the desired balance between academics and practical training.

APNTS students related current knowledge-centered experiences concerning academic standards, instructional methods, and evaluation, similar to their expectations. Learner-centered experiences mainly dealt with the personal development of using English in their studies. Students found society-centered experiences through class discussions and practical assignments. In the areas of communication, spiritual growth, student capacity, and relationships with professors, students expected learner-centered approaches but found their experiences to be more in line with knowledge-centered perspectives. Students also desire a stronger emphasis on society-centered practical training in order to have a balance between knowledge-centered and society-centered perspectives in the classroom.

The findings of this study presented a mixture of knowledge-centered, learner-centered, and society-centered perspectives among APNTS students' educational

expectations and experiences. Students feel the quality of their education could be enhanced by incorporating more learner-centered approaches with consistency in communication and understanding each student as a unique individual, in addition to a stronger balance between theory, coming from the knowledge-centered perspective, and practical training, coming from the society-centered perspective.

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## TABLE OF CONTENTS

Title Page.....	i
Signature Page.....	ii
Abstract.....	iii
Acknowledgements.....	vi
Table of Contents.....	viii
List of Tables.....	xi
List of Figures.....	xii
Chapter 1 The Research Problem.....	1
Background.....	1
Theoretical Framework.....	2
APNTS – Philosophy of Theological Education.....	6
Conceptual Framework.....	8
Statement of the Problem.....	9
Significance of the Study.....	10
Assumptions.....	11
Definition of Terms.....	11
Scope and Delimitations of the Study.....	12
Chapter 2 Literature Review.....	14
Knowledge-Centered.....	15
Learner-Centered.....	16
Society-centered.....	17



Curriculum Studies.....	19
APNTS Studies.....	23
Expectations Studies.....	24
<b>Chapter 3 Research Methodology and Procedures .....</b>	<b>32</b>
Method of the Study .....	32
Sources of Data.....	33
Research-Gathering Procedure.....	34
Data-Gathering Instruments.....	37
Analysis of Data .....	39
<b>Chapter 4 Presentation and Interpretation of Findings.....</b>	<b>41</b>
<b>Knowledge-Centered Expectations and Experiences.....</b>	<b>44</b>
Purpose.....	44
High standards .....	46
Instructional Methods .....	47
<b>Learner-Centered Expectations and Experiences.....</b>	<b>49</b>
Purpose.....	49
Evaluation.....	51
Student Capacity .....	53
Communication Outside the Classroom.....	55
Communication about Assignments .....	55
Professor/ Student Relationship.....	57
<b>Society-Centered Expectations and Experiences .....</b>	<b>59</b>
Purpose.....	59

Instructional Methods .....	59
Contrast of Society-Centered and Knowledge-Centered Expectations and Experiences .....	63
Combination of Knowledge-Centered, Learner-Centered, and Society-Centered Expectations and Experiences .....	66
Communication Inside the Classroom .....	66
Class Experience: Most Memorable and Greatest Impact .....	67
English Language .....	72
Summary .....	74
Chapter 5 Summary, Conclusions, and Recommendations .....	75
Reflection on the Research Questions .....	75
Conclusions .....	77
Recommendations .....	79
Appendix A Student Questionnaire .....	82
Appendix B Letter of request .....	83
Appendix C Request Response .....	84
Appendix D Focus Group Request .....	85
Appendix E Member Check Email Request .....	86
Appendix F Open-ended Questionnaire: Most Memorable Class .....	87
Appendix G Open-ended Questionnaire: Greatest Impact .....	89
Appendix H Open-ended Questionnaire: Classroom Experience .....	91
Appendix I Faculty Workshop Outline .....	93
Reference List .....	97

## LIST OF TABLES

Table 1. Ellis' Curriculum Foci.....	4
Table 2. APNTS - Philosophy of Education.....	7
Table 3. Student Eligibility: Interviews and Focus Groups.....	36
Table 4. Interview and Focus Group Outline.....	38
Table 5. Open-ended Questionnaire Response Coding.....	43

## LIST OF FIGURES

Figure 1. Theoretical Framework.....	3
Figure 2. Conceptual Framework.....	8
Figure 3. Open-ended Questionnaire – Participant Program Information.....	40
Figure 4. Open-ended Questionnaire - Participant Year Level Information .....	40
Figure 5. Open-ended Questionnaire - Description of Classroom Experience.....	62
Figure 6. Open-ended Questionnaire - Most Memorable Class: Course Category .....	68
Figure 7. Open-ended Questionnaire - Most Memorable Class: Educational Perspective.....	68
Figure 8. Open-ended Questionnaire - Greatest Impact: Course Category .....	70
Figure 9. Open-ended Questionnaire - Greatest Impact: Educational Perspective.....	71

## **CHAPTER 1**

### **THE RESEARCH PROBLEM**

#### **Background**

The decision to attend a graduate theological seminary is a serious process that takes much consideration, taking into account the large financial and multiple year investment. God calls many people to give their lives in full-time Christian service, and people successfully serve in a variety of ways with varying levels of education. Some, though, feel that graduate education will enhance their current ministry or future plans for ministry, so the investment in education at a seminary is beneficial.

Asia-Pacific Nazarene Theological Seminary (APNTS) is a graduate theological institution of the Church of the Nazarene, located in Taytay, Rizal, Philippines. The International Church of the Nazarene General Board recognized the need for a seminary in Asia and the Pacific in 1977, and regular classes began in November of 1983. APNTS offers the following degrees: Masters of Divinity (M.Div.), Master of Arts in Christian Communication (M.A.C.C.), Master of Arts in Religious Education (M.A.R.E.), and Master of Science in Theology (M.S.T.). The mission of APNTS is to

prepare men and women for Christ-like leadership and excellence in ministries....The school accomplishes its mission through its role in the development of students' personal and professional attitudes and skills so as to enable them to analytically reflect upon Christian faith and life, and through its role in the development of students' competencies in the practice of ministry (APNTS Catalog 2008-2012, 19).

The motto of APNTS is "Bridging cultures for Christ," and the theme of the 2008-09 school year was "Building new bridges." APNTS celebrated its 25<sup>th</sup> anniversary in

November 2008, and the school theme was continuously emphasized throughout the 2008-09 school year and anniversary activities (APNTS Catalog 2008-2012, 4).

Before a student arrives at seminary, he or she has many years of past educational experiences and a personal philosophy about education that influence his or her decision about pursuing a graduate theological degree. Humans are created uniquely with varying styles of learning and applying knowledge that is related in the classroom setting (Gardner 1978, 446). APNTS currently has students enrolled from the Philippines, Korea, Japan, Myanmar, and the United States. The faculty is comprised of professors from the Philippines, Korea, and the United States, with adjunct faculty also coming from Japan, Australia, and New Zealand. The diversity represented by the APNTS faculty and students leads to a unique mixture of educational views. With past experience in teaching styles, classroom environment, language of instruction, and educational purposes, differences in what is expected compared to what is experienced can have a profound effect on a student's view of his or her education. This study has examined this combination of expectations and experience at APNTS.

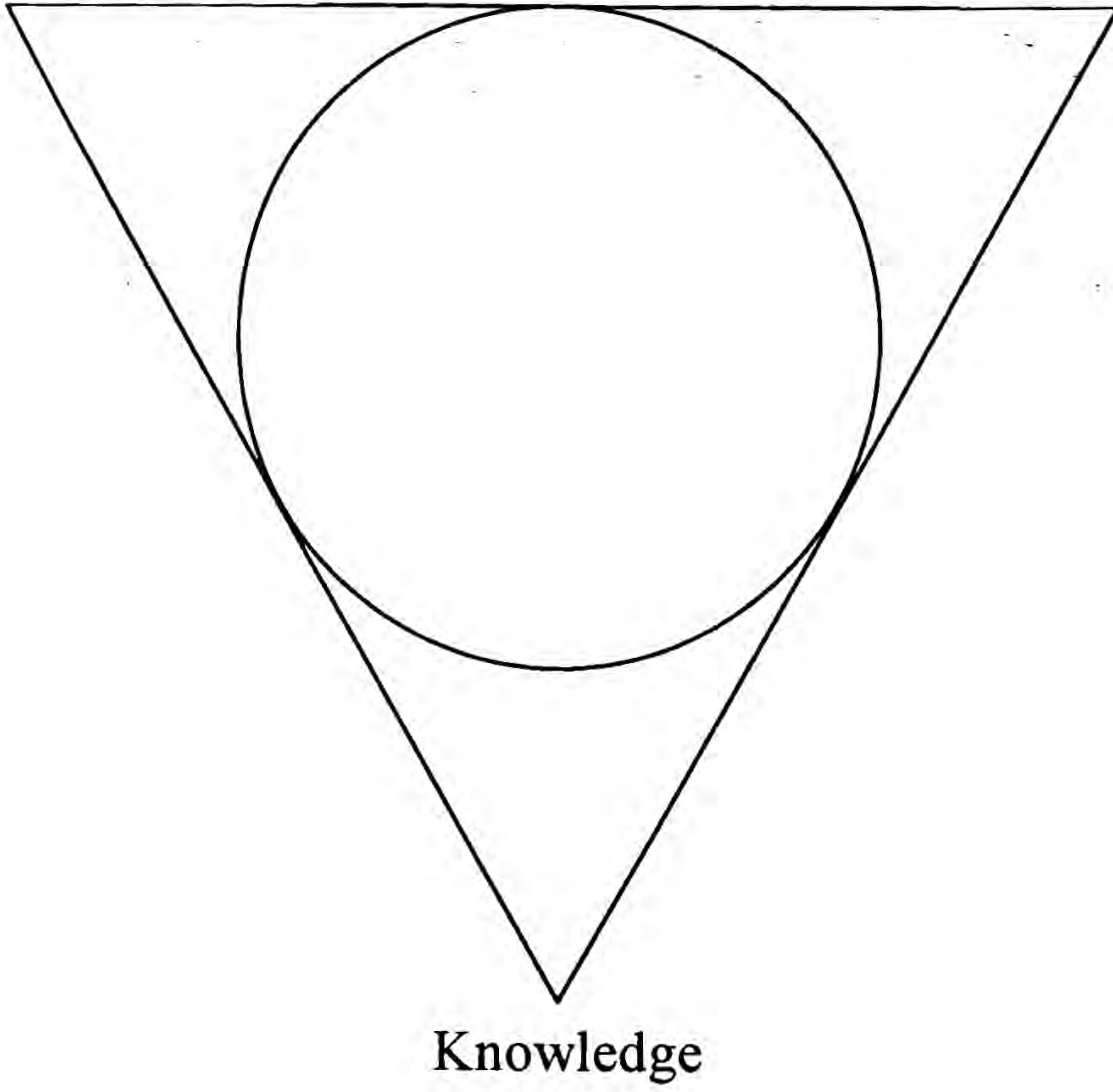
### Theoretical Framework

Arthur Ellis, in *Exemplars of Curriculum Theory*, proposes a model to view curriculum based on prominent educational philosophies. He holds that most curricula fall under one of three main foci: learner-centered, society-centered, or knowledge-centered (See Figure 1 and Table 1). While no curriculum holds purely to one of these approaches, many are heavily influenced by one or a combination of the models (Ellis 2004, xiii).

**Figure 1. Theoretical Framework**

Learner

Society



**Table 1. Ellis' Curriculum Foci**

	<b>Knowledge-Centered</b>	<b>Learner-Centered</b>	<b>Society-Centered</b>
<b>EMPHASIS</b>	<ul style="list-style-type: none"> <li>-Subject matter from academic disciplines</li> <li>-Organized scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>-Focus on the individual</li> <li>-Personal growth and development</li> <li>-Learner interest</li> <li>-Emphasis on affect</li> </ul>	<ul style="list-style-type: none"> <li>-Search for social relevance</li> <li>-Education for citizenship</li> </ul>
<b>TEACHING</b>	<ul style="list-style-type: none"> <li>-Teacher as scholar/learner</li> <li>-Teacher-directed curriculum</li> <li>-Variety of teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher as facilitator</li> </ul>	<ul style="list-style-type: none"> <li>-Problem-solving units</li> <li>-Subject matter disciplines as tools</li> <li>-Community resource people</li> <li>-Team planning/ Team teaching/ Team learning</li> </ul>
<b>LEARNING</b>	<ul style="list-style-type: none"> <li>-Mastery of subject matter</li> <li>-Student as novice learner</li> </ul>	<ul style="list-style-type: none"> <li>-Incidental education</li> </ul>	<ul style="list-style-type: none"> <li>-Group Projects</li> <li>-Cooperative efforts</li> <li>-Leadership opportunities</li> </ul>
<b>ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>-Clear academic focus</li> <li>-Traditional discipline</li> <li>-School as workplace</li> </ul>	<ul style="list-style-type: none"> <li>-Nurturing Creativity</li> <li>-Stimulating</li> <li>-Playful atmosphere</li> <li>-Freedom of movement</li> <li>-Atmosphere of Trust</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom/ school as democracy</li> <li>-Cross-age/ Cross-grade</li> <li>-Real world as learning laboratory</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>-Formal examinations</li> <li>-Standards-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Learner-initiated</li> <li>-Growth oriented</li> <li>-Formative emphasis</li> <li>-Anecdotal, experiential</li> <li>-Non competitive</li> </ul>	<ul style="list-style-type: none"> <li>-Real world outcomes</li> <li>-Citizenship and leadership development</li> <li>-Applied knowledge and skills</li> <li>-Group reflection</li> <li>-Social growth</li> </ul>

(Ellis 2004, 42, 72, 107)



The knowledge-centered curriculum comes from the essentialist and perennialist educational philosophies that emphasize learning “those things that are essential to success in life” and lasting values endorsed by serious thinkers over time (Ellis 2004, 109). A knowledge-centered curriculum is focused on content or the knowledge to be learned. It will typically follow a prescriptive method; a scope and sequence has been established for the teacher to follow as the knowledge to be learned is presented. The teacher is seen as an expert, and the student is a beginner who must be filled with knowledge and is not seen as an active participant in the learning process. The student is given formal evaluations, usually in the form of exams, which test how much information the student has retained. Some knowledge-centered curricula will focus on basic subject matter, while others will focus on topics of higher learning or scholars that should be studied (Ellis 2004, 91-123).

Building upon a foundation in the progressive educational philosophy, the learner-centered curriculum holds that the learner should decide what the student wants to learn, how the student wants to learn it, and how the student should be evaluated. Emphasis is placed on the personal growth and development of the individual along with how the student defines his or her learning experience. The teacher is seen as a facilitator; he or she is there to ensure the environment is stimulating, promotes creativity, and is free from traditional classroom organization. Teachers are available when the student needs them, but education does not happen in a prescribed manner; it happens as the student feels it should be experienced. In contrast to a knowledge-centered curriculum, the learner-centered approach is not competitive in any way, and

progress is only measured through an evaluation of personal improvement (Ellis 2004, 33-51).

According to Ellis, society-centered curriculum also finds its roots in the progressive educational philosophy, but it differs from learner-centered curriculum through its focus on the group and how the learner will use what is learned in the real world. It concentrates on group work, problem solving, and group reflection. The teacher is encouraged to use outside sources to enhance learning, and most classrooms would involve team teaching and planning. The teacher must ensure that the students are working as a group and that they are learning basic elements of knowledge through their group interaction and project development (Ellis 2004, 69-77).

#### **APNTS – Philosophy of Theological Education**

APNTS emphasizes a diversity in educational approaches as articulated in the school's "Philosophy of Theological Education." Aspects of Ellis' three curriculum foci, knowledge-centered, learner-centered, and society-centered, are identified in the philosophical approaches the seminary holds valuable. (See Table 2 for the researcher's categorization of philosophical statements taken from the APNTS Catalog.)

**Table 2. APNTS - Philosophy of Education**

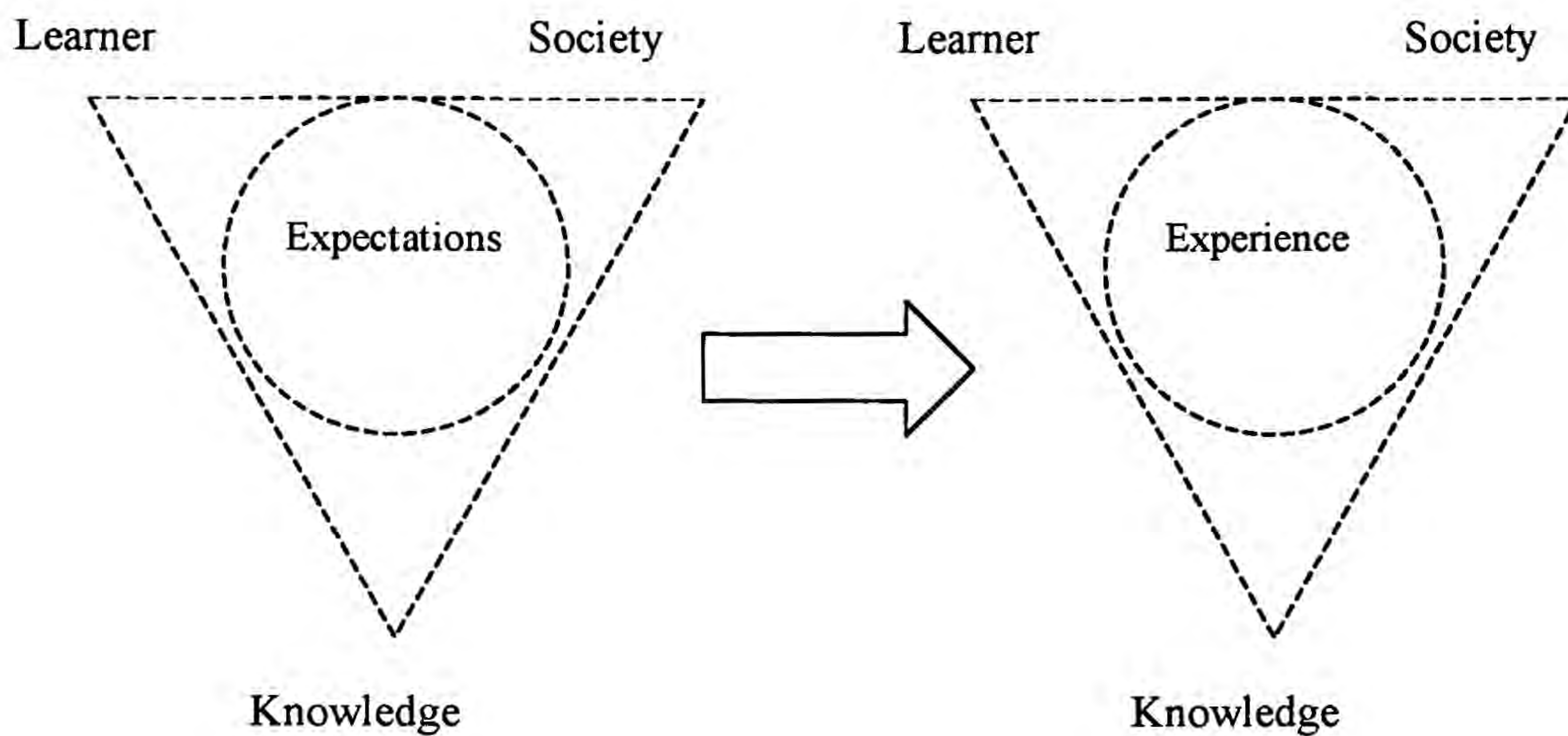
<i>Statement from APNTS Catalog 2008-2012</i>	<i>Educational perspective</i>
“The practices of the faculty reflect care and concern for students’ inward as well as intellectual development.”	>inward – learner-centered >intellectual – knowledge-centered
“Teachers foster cooperation and community rather than competition. Consistent with the experiential concerns of our movement, education is transformational rather than only transmissive.”	>cooperation, community, transformational – learner-centered and society-centered >competition, transmissive – knowledge-centered
“Persons educated [at] APNTS seek to understand and to develop competencies to engage the world for Christ.”	>understand, develop competencies – knowledge-centered and society-centered
“APNTS provides various resources, including faculty, and seeks the widest possible deployment and use of these resources.”	>resources – society-centered
“APNTS employs relevant technologies and media resources so that students may develop skills that will best enable the proclamation of the gospel.”	>develop skills – knowledge-centered and society-centered

(APNTS Catalog 2008-2012, 24-25)

## Conceptual Framework

Students have expectations of what they will experience in the classroom before they enter seminary, and they continue to develop their expectations throughout their seminary experience. Students' feelings and observations of their education are affected by their expectations. By analyzing their expectations in light of Ellis' curriculum foci, additional insight is given to their perceptions of their current experience.

**Figure 2. Conceptual Framework**



## Statement of the Problem

This study was guided by this research problem: How do the educational expectations of APNTS students affect their seminary classroom experience in terms of knowledge-centered, learner-centered, and society-centered perspectives?

The following research questions were investigated:

1. How are the three foci evident in the students' educational expectations (that have arisen from previous understanding and current experiences)?
  - A. How is the knowledge-centered perspective evident in the students' educational expectations?
  - B. How is the learner-centered perspective evident in the students' educational expectations?
  - C. How is the society-centered perspective evident in the students' educational expectations?
2. How are the three foci evident in the students' perceived classroom experiences?
  - A. How is the knowledge-centered perspective evident in the students' perceived classroom experiences?
  - B. How is the learner-centered perspective evident in the students' perceived classroom experiences?
  - C. How is the society-centered perspective evident in the students' perceived classroom experiences?

3. What are the similarities and differences of the three foci as evidenced between the students' expectations and their current seminary classroom experience?
  - A. What are the similarities and differences between the students' expectations and their current seminary classroom experience in terms of the knowledge-centered perspective?
  - B. What are the similarities and differences between the students' expectations and their current seminary classroom experience in terms of the learner-centered perspective?
  - C. What are the similarities and differences between the students' expectations and their current seminary classroom experience in terms of the society-centered perspective?

### Significance of the Study

Various evaluations of APNTS curriculum and institutional quality have been performed over the last twenty-five years of its existence. This study is significant because it looks past institutional assessments into individual students' perceptions and feelings about their educational experience. The experience students have at APNTS will have a profound impact on their future ministry and the people to whom God leads them to minister. It will also affect their personal philosophy of education and how they use education in their future ministry. So, the combination of expectations and experience is an important criterion for faculty and administration to consider as they seek to improve the quality of education at APNTS. However, this is not meant to be a positive or negative evaluation of APNTS. By analyzing the students' expectations and experiences

in terms of knowledge-centered, learner-centered, and society-centered perspectives, insight is given to how students are experiencing the various educational philosophies represented in their seminary experience. This study is significant for students because it gives them a voice in how they feel about their current educational experience. It is significant for faculty in their pursuit to understand students' experiences and how they can better communicate with students concerning their seminary education. An outline for a faculty workshop has been developed based on the findings of the current study in order to further faculty understanding of students' educational experiences (See Appendix I).

### Assumptions

This study was developed according to the following assumptions: the students at APNTS are concerned about receiving a quality education that will assist them in their future ministries; the students involved in the study would be open and honest with the researcher; the educational expectations students have before entering a new program are significant to their educational experience; it is important for the faculty and administration to understand students' expectations and experiences.

### Definition of Terms

Curriculum 1.) "The formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. *Ronald Doll (1996)*" (Ellis 2004, 6). Formal and informal content will refer to the classroom experience only. Formal content refers to the textbook, teaching methods, assignments, and evaluations. Informal content refers to the

teacher-student relationship, classroom communication, and the assumed purpose of education.

2.) This study will focus on curriculum as experience, “taking into account the feelings, perceptions, and attitudes of individuals and groups that develop over time (Ellis 2004, 11).”

Educational experience The experience students have in a seminary classroom including classroom environment, methods of instruction, ways of learning, and importance of education.

Expectations The pre-conceived student perceptions of learning in a seminary classroom. Seminary course curriculum will be specifically examined since it is graduate level education focusing on theology and ministry.

Power distance A country that exhibits small power distance considers equality in relationships as high importance; subordinates and superiors come from the same kind of people. A country that exhibits high power distance feels hierarchy is important and dependency on those with power is emphasized (Hofstede 2001, 98).

### Scope and Delimitations of the Study

This study examined only the graduate students of APNTS enrolled in the first semester and re-enrolled in the second semester, 2008-09 school year. It involved students enrolled in all degrees and year levels. The participants in the study related their experiences to the researcher who then analyzed the students’ expectations and educational experiences in light of learner-centered, society-centered, and knowledge-centered curriculum. These experiences referred only to classroom experiences, not organized activities outside the course curriculum, such as chapel, small group activities,



social events, etc. Although the students' cultures had an impact on their expectations and experiences, this was not specifically a cultural study.

## CHAPTER 2

### LITERATURE REVIEW

Throughout history, educators have deliberated over the meaning of curriculum. Numerous discussions have passed down through the centuries of prescriptive vs. descriptive, planned vs. experienced, and narrow vs. expansive (Ellis 2004, 3-11). For the purpose of this study, curriculum will be looked at as experience, “taking into account the feelings, perceptions, and attitudes of individuals and groups that develop over time (Ellis 2004, 11).” Therefore a classroom experience is not simply made of a teacher, students, lesson plan, book, activities, etc. The teachers and students are unique individuals who bring in past experiences and current expectations that will influence their conceptions of education and behavior in the classroom (Dunkin 2002, 25). Cortazzi and Jin refer to this aspect of the classroom experience as a “culture of learning”:


taken-for-granted frameworks of expectations, attitudes, values, and beliefs about how to teach or learn successfully and about how to use talk in interaction, among other aspects of learning ... A culture of learning frames what teachers and students expect to happen in classrooms and how participants interpret the format of classroom instruction, the languages of teaching and learning, and how interaction should be accomplished as part of the social construction of an educational discourse system (Jin and Cortazzi 2006, 9).

Behavior in the classroom becomes an important variable when students and teachers are asked to evaluate the learning experience. “Bernard Weiner’s (1995) attribution theory suggests that we inevitably attribute certain motivations to the behavior of others... In a classroom, a teacher holds certain perceptions of those around them” (Ellis 2004, 21).

Our previous experience and expectations affect behavior, our behavior affects others' perceptions, and perceptions affect the overall experience (McMillan 1980, 7).

This chapter will first investigate approaches to curriculum followed by a discussion concerning studies about curriculum and student expectations. Ellis defined three major approaches to curriculum. While most curriculum and classroom learning experiences contain characteristics of one or more approaches, theorists have typically categorized approaches in three or four foci.

### Knowledge-Centered



Knowledge-centered curriculum is derived from the educational philosophies of perennialism and essentialism (Ellis 2004, 109). Perennialism goes back to Plato and Aristotle. It involves the “disciplining of the mind, the development of the ability to reason, and the pursuit of truth” (Oliva 2005, 162). Essentialism borrows from behaviorist psychology in that the “learner is in a passive role as the recipient of the many stimuli to which he or she must respond” (Oliva 2005, 164). The main characteristics of a knowledge-centered curriculum are a focus on academic knowledge; the teacher and textbook are seen as experts, and the student is a passive learner. This perspective is also sometimes referred to as “teacher-centered” (Ellis 2004, 93-120). Schiro described this as the “Scholar Academic Ideology” and emphasized the hierarchy of scholars to teachers to learners (Schiro 2008, 4).

An example of this perspective is found in *The Paideia Proposal*, a call for schools to emphasize the acquisition of knowledge, the development of skills, and the enlargement of understanding. The group that developed *The Paideia Proposal* felt that the same objectives should be used for all students, and a quality education had no need

for electives or specialized studies. They held to Robert Maynard Hutchins' claim of "the best education for the best is the best education for all" (Adler 1982, 6-23). The "academic rationalism" perspective, as identified by Eisner, holds that children should have an understanding in all basic subjects so they can then determine what specific interests they have (Eisner 1985, 67).

### Learner-Centered

Ellis summarizes John Dewey, a proponent of learner-centered curriculum, in the following:

There is, I think, no point in the philosophy of progressive education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of purposes which direct his [sic] activities in the learning process, just as there is no defect in traditional education greater than its failure to secure the active co-operation of the pupil in construction of the purposes involved in his studying (Ellis 2004, 27).

Schiro also termed this approach the "learner-centered" ideology (Schiro 2008, 93). He defined the essence of this ideology as the "needs and interests of learners determine the school program (Schiro 2008, 93)." Eisner also described tasks in school as meaningless unless the student is a part of the decision process. Eisner referred to this approach as "personal relevance" (Eisner 1985, 69). Value is given to the experience of all ages working together, and the learner's growth and development over time is more important than the knowledge gained. In this view, learners are seen as unique individuals; children are distinguished by who they are and not who they are preparing to be. The constructivist learning theory employs a learner-centered focus (Schiro 2008, 93-117). Constructivism is a branch of psychology in which each individual constructs his or her own knowledge. This perspective comes into the learner-centered approach by

individuals taking responsibility for their learning. An emphasis is placed on learning that is active and meaningful (Oliva 2005, 170). Teaching is characterized by “observation and needs analysis, setting up the environment, and facilitation” (Schiro 2008, 109).

### Society-centered

In the 1930s, a split in thinking occurred between educators who followed the progressive paradigm. Ellis terms the two approaches learner-centered and society-centered. Society-centered curriculum focuses on going outside the classroom to impact society. Problem solving, teamwork, and collaboration characterize this approach by giving attention to “issues [that] come from learner’s life experiences” (Ellis 2004, 73).

Schiro takes the society-centered approach and divides it into two ideologies. His social reconstruction ideology combines elements of Ellis’ society-centered and learner-centered approaches, while the social efficiency ideology brings out a combination of society-centered and knowledge-centered approaches.

The social reconstruction ideology also comes from the constructivist learning theory. Students are to be stimulated to reconstruct society. They are not given a prescribed formula or method to do this, but through group discussion and experience change can occur. Teachers are seen as colleagues. Schiro holds that children in this approach are viewed as “products of society” (Schiro 2008, 150-166). Eisner also discussed these issues in his “social reconstruction” perspective. He felt the main goal of this approach is “not primarily to help students adapt to a society that is in need of fundamental change but rather to help them to recognize the real problems and do something about them” (Eisner 1985, 76).

Paulo Freire was a Brazilian educator who worked with the illiterate. Freire held the firm belief that all humans are capable of critically assessing the world they live in, so he used this in teaching literacy to enable learners to become active in their own progress and political development. He emphasizes the necessity of trusting students and their ability to reason, the extreme importance of dialogue in education as opposed to a simple transferal of information, and the assertion that transformation (or revolution) can only happen with reflection and action, praxis (Freire 1990, 26-186).

Illich emphasized the resource aspect of this approach in *Deschooling Society*. Illich felt it was important to provide access to resources for all who want to learn, provide opportunities for sharing between learners through skill exchanges, peer-matching, and reference services, and provide platforms to discuss ideas publicly (Illich 1971, 68-111). The premise of his reconstructed view of education began with, “What kinds of things and people might learners want to be in contact with in order to learn? (Illich 1971, 111)”

The social efficiency ideology is concerned with producing good citizens who will meaningfully contribute to society. Learning occurs when there is a change in behavior as a result of practice. The teacher’s role is to manage the learning environment and oversee the practice of new skills being learned (Schiro 2008, 51-85). This ideology comes from Tyler’s approach to curriculum as described in these four questions: “What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained? (Tyler 1949, 1).” Eisner termed this approach “cognitive processes” and

felt the key was teaching students to “learn how to learn.... Teaching is not to impart, but to help students learn to inquire” (Eisner 1985, 62).

### Curriculum Studies

Several studies have investigated aspects of Ellis’ three curriculum foci. Clarita de Leon-Carillo, a professor in the Philippines, performed a qualitative study with undergraduate education students to investigate students’ preconceptions of teacher roles. The study had the students draw a picture of an object to represent a teacher. The students wrote a short explanation of their drawing and then explained it orally in a small group setting. De Leon-Carillo analyzed the drawings for patterns and then divided them into five broad categories of the roles of a teacher (de Leon-Carillo 2007, 203-204). According to de Leon-Carillo, the first three categories came from instructive perspectives: knowledge source, direction setter, and character formatter; while the last two came from a socio-constructivist approach: change agent and learner. Even though direction setter and character formatter contained elements of learner-centered and society-centered approaches, such as guidance for the future and transformation of character, the direction came from the teacher and not the student. However, the change agent and learner categorizations drew from learner-centered and society-centered approaches with emphasis on self-discovery, nurture and facilitation from the teacher, and also viewing the teacher as a fellow learner (de Leon-Carillo 2007, 204, 214).

Moore et al. performed a similar study in a southern United States university by using a “free elicitation approach” to ask undergraduate students about their expectations of the college classroom. The students were given total freedom in how they answered and how much information they gave. The free elicitation approach was “used to identify

attributes that an individual believes are salient and important to [him or her]" (Moore et al. 2008, sec. 3 par. 1). After the data were collected, the researchers coded the answers and divided them into twenty-eight broad categories. The categories included aspects of the three curriculum foci such as teaching methods, professor's knowledge and capabilities, professor-student relationship, real world examples, importance of grades and exams, and levels of interest and fun (Moore et al. 2008, sec. 3 par. 4). The current study used a similar approach by asking open-ended questions in a questionnaire and focus groups. The responses were analyzed to determine how they fit in Ellis' three categories.

Knowledge-centered curriculum is traditionally matched with a lecture teaching style. Formal lectures typically imply that students are seen as "passive" and only engaging in surface thinking as they receive knowledge (McCarthy and Anderson 2000, 279). McCarthy and Anderson performed an experiment at a university in the United States in which students either received traditional teaching through lectures or were part of an active learning process in which they participated in a group role-play for a history class or a collaborative critical analysis in a political science class. Both the control and experiment groups were given a test at the end of the experiment to assess their knowledge. The students in the active learning experimental group consistently exhibited better performances than the control group. The students that experienced active learning related that the methods were interesting and useful (McCarthy and Anderson 2000, 279-289). Even though this experiment compared active learning, associated with both learner-centered and society-centered perspectives, it is interesting that the end results came from a test, which is very much from the knowledge-centered perspective. It seems



that this experiment was more concerned with teaching methods than with varying educational philosophies.

In order to make sociology lectures more interactive in an undergraduate course at a university in Australia, Coco et al. used Bingo games to “provoke personal reflection on more serious sociological issues” (Coco et al. 2001, 493). After the game and traditional lecture, the students would divide into groups to discuss the issues brought up in the game and corresponding lecture. “The bingo game provides a way of structuring lecture material in an holistic rather than atomistic fashion, enabling students to manipulate the content in ways that resonate with their personal experiences and therefore promote retention and understanding” (Coco et al. 2001, 501). This study seemed to present a balance between knowledge-centered and learner-centered perspectives. By using personal experiences to promote understanding, the students gained a deeper understanding of the issues they were learning about (Coco et al. 2001, 492).

While numerous studies have recently been performed comparing traditional knowledge-centered teaching methods with active learning methods coming from learner-centered and society-centered approaches, the following study exhibits results that were not quite so enthusiastic about the benefits of student-centered methods. McFarlane and Berg investigated the attempts at a Taiwanese University to promote student-centered learning. The authors of the study described East Asia as characterized by traditional teacher-centered approaches to education; but student-centered approaches encourage self-empowerment, active learning, cooperative learning, critical thinking, and problem solving. (Note: According to the definitions of the current study, McFarlane and Berg’s definition of student-centered curriculum is a combination of learner-centered and

society-centered approaches.) Through personal journals, interviews, and group meetings, the researchers studied students' reactions to student-centered learning methods. Most of the students painted a positive picture of the new approach but also admitted this was to please their teachers and prevent personal shame because of feeling pressure in learning new skills. Through the researchers' observations and comments made by the students in group meetings and journal writings, the students admitted their struggle with group work and how they frequently reverted back to depending on the teacher and staying silent during discussions. The researchers concluded that this new approach may have had better results if it had been a gradual change with explanations about the new methods during the process (McFarlane and Berg 2008, 2-6). Cortazzi and Jin found similar results when studying Chinese students attending school in Britain who found difficulty in speaking spontaneously and giving correct recognition to sources in research. The students also struggled with assignments that required giving critique because they felt this was a show of disrespect (Jin and Cortazzi 2006, 19-20).

While the majority of studies concerning various curriculum approaches deal with subject areas outside theology, the pursuit of helpful educational approaches is also relevant in theological education. Even though a traditional Master of Divinity (M.Div.) curriculum consists of biblical, systematic, historical, and practical theology classes, M.Div. curriculum "tends to privilege... theoretical knowledge over practical wisdom" (Madueme and Cannell 2007, 49). The knowledge learned seems disconnected from what pastors experience after their education is completed (Madueme and Cannell 2007, 49). Madueme and Cannell suggest that a problem-based learning approach in the M.Div. curriculum would greatly assist in graduates' professional development and the

integration of various subject areas, following a society-centered perspective (Madueme and Cannell 2007, 54,57). Problem-based learning should be rooted in real world problems where there is not one right answer (Madueme and Cannell 2007, 51). In an experiment comparing problem-based learning and traditional instruction in a high school in Turkey, Sungur and Tekkaya provided a manual for problem-based learning and discussed it with the students and teachers before the experiment began. Through students' self-reported motivation and use of learning strategies, the problem-based learning method enhanced the students' critical thinking skills and perceptions that the subject matter was useful and increased their curiosity. It also challenged the teachers to "go beyond teaching content to teaching students how to learn" (Sungur and Tekkaya 2006, 310-316).

### APNTS Studies

Several studies have been done concerning APNTS that are relevant to the current study. In Lourdes Manaois' evaluation of APNTS in 1994, students, faculty, and administration evaluated teacher effectiveness and classroom climate. Twenty-four items were rated on a Likert scale of 1 – 4 with 4 being "strong in evidence" and 1 "evidence to the contrary." The items covered topics such as teaching goals, teacher-student relationship, classroom communication, learning activities, forms of assessment, and dealing with areas of concern (Manaois 1994, 113-117). Even though the majority of the topics received excellent ratings, the researcher's recommendations included improving assistance to students with language problems (Manaois 1994, 223). This shows that the survey style didn't reach deeper issues that came out in recommendations. The current study looked at similar issues of classroom climate and teacher effectiveness, but by

using qualitative methods, the researcher desired to gain more insight into the students' feelings about their education.

Kim, Eun Yup's evaluation of the APNTS curriculum in 1994 surveyed graduates and found that the majority felt more contextualized and practical classes would have been helpful for their future and current ministry. While the graduates acknowledged their strong biblical background gained at APNTS, they expressed a desire for more practical classes dealing with ministry and specific contexts. This shows their appreciation for knowledge-centered approaches but a desire for additional society-centered perspectives (Kim 1994, 70-80). This study investigated current students' feelings about what they consider important in their education at APNTS.

### Expectations Studies

When reviewing studies dealing with expectations students have of the classroom experience, the majority of studies deal with the effects of multiple cultures in the same setting, including the students' and the teachers' cultures. Different cultures tend to emphasize different goals in education. One difference can be found in the kinds of thinking that are taught or utilized. Traditional American education values analytical thought, which separates things into categories. Other cultures, especially in Asia, emphasize holistic ways of thinking which view life with an integrated approach (Althen 1994, 61).

A country's educational system will also be influenced by a variety of factors such as religious values, political stability, gender roles, concepts of intelligence, and ideas of citizenship (Rubenstein 2006, 434-5). Cortazzi and Jin emphasize in their studies of Chinese education that it is characterized by being teacher-centered, where the teacher

is a model, and it is through reading and rote memorization that deep reflection and understanding can be found. Similarly, creative thinking and artistic skills are thought to develop only after a skill or concept has been mastered (Jin and Cortazzi 2006, 10-12).

Rubenstein took this same idea further in the following analysis. Traditionally in western (United States and Europe) education, a teacher transmits knowledge, but a Chinese teacher is seen as a model or moral guide who gives valuable knowledge to the students. Memorization in the west is used only for repetition and testing, while memorization in China is used to deepen understanding, reflect, and discover new meanings about the knowledge memorized. It is common in the west to ask questions while learning in class, but Chinese students ask questions only after studying. Western teachers believe that students will learn by being creative, but Chinese teachers hold that creativity comes after a foundation of knowledge is secured. Rubenstein emphasizes that each class, anywhere in the world, is unique, and relationships must be built with students in order to listen to their needs and concerns (Rubenstein 2006, 436-40).

Research also shows that “culture influences expectations about classroom goals” (Yamauchi 1998, sec. 1 par. 1). Students have different expectations about activities and interaction in the classroom. The U.S. is known to be individualistic, but in reality, most of the sub-cultures in the U.S., like Native Americans and immigrants from Asia, Mexico, and Latin America, come from collectivist values (Yamuachi 1998, sec. 4 par. 2). So this is even an issue within one country, not just when multiple countries come together in the same classroom. Yamauchi related studies which found that “European American children were more competitive and less cooperative than Mexican American, Cuban American, Native American, Chinese American, and Chinese national children”

(Yamauchi 1998, sec. 4 par. 2). Students from collectivist cultures “tend to prefer goals that are group-oriented, dialogue that promotes group understanding, and maintaining equality with their classmates” (Yamauchi 1998, sec. 4 par. 3,7, 8). Yamauchi recommends expanding students’ expectations in order to incorporate both their home culture and the classroom culture (Yamauchi 1998, sec. 6 par. 1). Cleghorn and Rollnick also emphasize awareness of understanding the “world view” differences between the students’ home culture and school culture in their discussion on the use of English in African classrooms (Cleghorn and Rollnick 2002, 366). “Border crossing, the ability to shift cognitively as well as culturally from one worldview to another,” must be given a specific focus in the classroom to intentionally assist students to “move comfortably among their various worlds,... allowing them to understand which aspects of the toolkit belong to their own culture and which aspects come from afar” (Cleghorn and Rollnick 2002, 354, 366).

Chan has done studies with undergraduate students in Hong Kong concerning learner autonomy. Traditionally, Hong Kong is seen as valuing knowledge-centered education, while autonomy is normally associated with western individualism. But in language teaching, learner autonomy is becoming more widely accepted as an important value (Chan 2001, 505-507). Chan surveyed students concerning their attitudes about autonomous learning and their feelings about the incorporation of autonomous learning into their current curriculum. The students had not been exposed to the proposed changes of autonomous education, yet students expressed a strong desire to be involved in the education process (selecting content and activities, evaluation methods) even though a more teacher-dependent classroom was described in their view of themselves as

dependent learners. They also articulated positive attitudes about learner autonomy in the classroom even though they described themselves as dependent learners. Chan concluded that a helpful approach for language teachers in Hong Kong would be to balance learner-centered and teacher-centered values (Chan 2001, 509-14). Chan's conclusions were similar to the aforementioned study by McFarlen and Berg with Taiwanese students. In both cases, it was difficult for the students to instantly change from the knowledge-centered (or teacher-centered as described by the author) approach to learner-centered thinking. Each concluded with the importance of balance between the perspectives and gradual change.

Niehoff, et al. performed a study with university students in the United States and Taiwan about how culture influences classroom expectations. The premise of their research was that "culturally diverse students might hold different expectations from the classroom environment and that unmet expectations may affect student learning as well as encourage withdrawal and absence" (Niehoff et al. 2001, 289). The hypotheses were based on cultural differences of the United States' individualism and small power distance in contrast with Taiwan's collectivism and strong power distance. The categories came from the work of Geert Hofstede. Hofstede defines countries that exhibit small power distance in their relationships as considering equality of high importance. Subordinates and superiors come from the same kind of people, whereas those with a high power distance feel hierarchy is important and dependency on those with power is emphasized (Hofstede 2001, 98). Most of the results supported the initial cultural differences between the students in what they viewed as important in the classroom. For example, Taiwanese students expected a strong policy of mandatory class attendance,

while U.S. students expected a more informal classroom with teacher availability. Questioning grades was acceptable for U.S. students, but both felt that class debate was acceptable. Taiwanese students were more accepting of a theoretical approach to learning, while U.S. students were looking for practical applications. However, this study simply examined expectations and “did not examine the consequences of students unmet expectations for classroom practices” (Niehoff et al. 2001, 291-2). The current study took further steps to move past simply gathering information about students’ expectations and also explored how their met or unmet expectations affect their current educational experience.

Zamel and Spack performed a qualitative study in a university in the United States on how faculty can facilitate the learning of multilingual students. They found that when English as a Second Language (ESL) students feel lost in a classroom, faculty typically feel the same way (Zamel and Spack 2006, 128). Through interviews, surveys, and reflective journals, students voiced feelings of intimidation in the classroom and that they were “left to manage classroom expectations and conditions on their own” (Zamel and Spack 2006, 129-130). Vivian Zamel also observed “how particular conditions of courses and specific approaches of individual instructors can benefit or undermine a student’s sense of progress and impact a student’s sense of engagement or alienation (Zamel and Spack 2006, 131).” Zamel and Spack interviewed faculty who expressed discouragement at ESL students’ silence in the classroom, the students’ language that is difficult to understand, and a perceived inadequacy of students’ skills. They encourage students and faculty to view each classroom as its own culture with unique “language practices, norms, and conventions (Zamel and Spack 2006, 134-138).” They add, “When



the classroom culture is conducive to learning, students can make progress (Zamel and Spack 2006, 138).”

Expectations studies also examine differences in gender, degree programs, age, and other issues. Bestre studied the motivations and expectations of students in Luzon Nazarene Bible College, located in La Trinidad, Benguet, Philippines. She held that “students have expectations of their academic experience... [concerning] the faculty, instruction quality, curriculum and facilities” (Bestre 2002, 40). She found that students studying for a Bachelor of Science in Religious Education had higher expectations for faculty capabilities and quality of instruction than the students studying for a Bachelor of Arts in Theology (Bestre 2002, 99-101). Female students had higher expectations than males for faculty capabilities and quality of instruction (Bestre 2002, 104-106). Students who were older in age also had high expectations of faculty and quality of instruction (Bestre 2002, 121). Similarly, in the free elicitation study by Moore et al. in a university in the United States, females expected more than males in the areas of professor knowledge, professor availability, and in-class discussion of exams (Moore et al. 2008, sec. 4, par. 6).

Wei performed a study at a college in the United States with traditional college students, who attended college immediately following high school, and non-traditional students, who were over age 25 and had had a break between high school and college, about their expectations of classroom communication. The two groups differed in most of their responses; non-traditional students were much more concerned with application than grades, and they expressed a higher learning motivation than traditional students. But both agreed that failure to communicate was the predominant characteristic of an

unsuccessful teacher. While both groups expected lectures in class, non-traditional students wanted effective lecturing skills in a teacher, and traditional students expected to be entertained with interesting lectures (Wei 2007, 1-11). A similar emphasis on communication came as a result of Surlin's study at the University of Georgia on student and professor opinions about course objectives. He felt that if students and professors had a similar perception of classroom goals, the classroom environment would be more relaxed and a more beneficial experience would be had. But when they do not perceive goals the same, it can lead to frustrated students and have negative effects on classroom behavior. The results of his study indicated that faculty felt their main goal was to teach students to think for themselves, but the students felt the instructors mainly wanted them to acquire general knowledge of material. Surlin felt this gap came from a lack of communication and could be solved with better communication between faculty and students (Surlin 1974, 42).

When Sander, et al. studied British university students' expectations of teaching, they felt it was important to survey first year students, because if their expectations are unrealistic, the teacher can take steps to manage the expectations for a more effective learning experience. Sander, et al. found that most students expected formal lectures, but formal lectures received one of the highest ratings for disliked teaching styles. While students also expected some interactive lectures, the students felt they received fewer interactive lectures, student-centered teaching, and group work than they preferred (Sander et al. 2000, 311-17). While the authors were pleased with the study because the students were listened to, they encouraged teachers to approach disliked methods in a new and different way. Students related that even if they didn't enjoy a certain method at

the time, many times they benefited from it afterwards. It was also found important for the teacher to have good communication from the beginning about what students can expect and not expect in their classroom (Sander et al. 2000, 321-22). Jin and Hill found similar conclusions in studying the perceptions of Speech and Language Therapy students at a university in the United Kingdom concerning their expectations for key skills and knowledge to be learned. Their results indicated that students' perceptions changed and progressed in their understanding of what knowledge is important as they moved through their college career (Jin and Hill 2001, 333, 337).

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### *Method of the Study*

The current study was a qualitative descriptive study. A descriptive research study “seeks to portray as accurately as possible what a phenomenon is like in its separate components, and the whole that is formed by the relationship among these components” (Arce 2001, 69). Since this study examined current students’ feelings and perceptions, it was descriptive in nature.

Qualitative research studies are characterized by an in-depth focus and a concerted effort to give voice to the individual or individuals involved in the study. (Arce 2001, 6) “Unlike quantitative researchers who seek causal determination, prediction, and generalization of findings, qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations” (Golafshani 2003, 600). Hoepfl suggests using credibility, transferability, dependability, and confirmability to determine the quality of a qualitative research study. Credibility is found in the triangulation of data, transferability or extrapolation refers to aspects of the research that can be used in future, similar situations, dependability is found in the consistency of method and findings, and confirmability provides consistent evidence of how the researcher arrived at the conclusions (Hoepfl 1997, 58-60).

The current study employed an open-ended questionnaire, interviews, and focus groups to give the APNTS students a voice concerning their educational expectations and

current experience. By using open-ended questions, the participants were encouraged to say whatever they thought or felt, and in turn, the researcher used those initial feelings or surface answers to probe deeper into underlying issues or concerns.

### Sources of Data

The participants in this study were graduate students of APNTS who had at least attended the first semester, 2008-09, and were enrolled for the second semester. APNTS was chosen because of its convenience and diverse professor and student body population. The data collection took place during the 2<sup>nd</sup> semester, 2008-09. The study included students from all academic programs, all year levels, and part-time or full-time status in graduate classes. Students enrolled in undergraduate classes or a combination of undergraduate and graduate classes were not included. The decision not to include students enrolled in undergraduate classes came from the issue that the researcher teaches one undergraduate class, and it would present a conflict of interest for the students to be interviewed by a teacher about their classroom experience. Also, this research focused on graduate studies in order to describe the uniqueness of the seminary classroom. Currently the only undergraduate classes offered at APNTS are English classes which tend to have a different classroom climate than the M.Div., M.A.R.E., M.A.C.C., and M.S.T. courses.

All graduate level students from the first semester, 2008-09 who were still attending during the second semester were asked to answer an open-ended questionnaire. A purposive sampling method was used to select participants for the interviews and focus groups, as described in the next section. The researcher approached the study with experience as an interviewer and interacting with people from a variety of cultures,

having taught *English Development* and *Spoken English* at APNTS for two years prior to this study and also having worked previously for three years as a social worker, interviewing multi-ethnic clients daily while living in Guam. A source of concern was that the researcher is a current student of APNTS. Answering a questionnaire and being interviewed by a peer can sometimes cause problems in that the respondents give answers they believe are expected, or they do not feel they can be completely truthful because it may reflect poorly on others. While the researcher was continually aware of these factors in gathering data, it was also beneficial that the researcher already had relationships with most of the respondents. According to Arce, in qualitative studies “the researcher is an integral part of the research process, not a disengaged investigator” (Arce 2001, 8). Since this study focused on the feelings and emotions of students concerning their educational experiences, it was a research advantage that a fellow student facilitated the discussion, and the participants were eager to share their thoughts with the researcher during the interviews and focus groups. Since the researcher asked open-ended questions, the participants were also able to give additional information that was of concern to them.

### Research-Gathering Procedure

A letter of permission was submitted to the APNTS president (See Appendix B) and a response was received (See Appendix C). This study involved three research-gathering procedures for a triangulation of data. The first was an open-ended questionnaire distributed to all the graduate students of APNTS, enrolled in both the first and second semesters, 2008-09. The questionnaire included two demographic questions (program and year level) as well as three open-ended questions that contributed to the students’ analysis of the current educational experience (See Appendix A). Other

demographic information was not included in order to maintain confidentiality. A list of the graduate students was obtained from the registrar's office, and the questionnaire was placed in the students' mailboxes at the beginning of the second semester, 2008-09 school year. The students were asked to return the questionnaire to the researcher's mailbox within one week of distribution. A reminder was placed in the students' mailboxes two days before the deadline. Any questionnaires received after the deadline were not used in the analysis of this study. Fifty-eight questionnaires were distributed and thirty-two were returned to the researcher.

The researcher then conducted focus groups and interviews with selected students. Two focus groups were conducted with Filipino students, since they represent the largest population of the student body (See Appendix D). Eight to ten people were invited to each focus group, four attended each group, and they were separated according to gender. The researcher did not include any students who were participants in the 2008 *Thesis Seminar* class or past or current participants in the *English Development* class taught by the researcher. Interviews were conducted with select Korean, American, Burmese, and Japanese students. Interviews were sometimes conducted as a follow-up event with select participants from the focus groups. The researcher, in order to obtain a variety of information, selected the participants for the interviews and focus groups according to gender, age, and year level. Table 3 contains the number of eligible students according to the aforementioned criteria and the number of eligible students who participated in the study. Providing the participants gave consent, the interviews and focus groups were audio-taped to ensure accurate documentation. The researcher borrowed equipment from the Fairbanks International School of Communication.

**Table 3. Student Eligibility: Interviews and Focus Groups**

	<b>Eligible</b>	<b>Included</b>
Philippines	33	11
Korea	8	4
Myanmar	4	2
Japan	2	2
United States	1	1
<b>TOTAL</b>	<b>48</b>	<b>20</b>
Male	30	11
Female	18	9
<b>TOTAL</b>	<b>48</b>	<b>20</b>
1st year	16	6
2nd year	7	3
3 <sup>rd</sup> year	25	11
<b>TOTAL</b>	<b>48</b>	<b>20</b>
M.Div.	36	14
M.S.T.	1	0
M.A.R.E.	5	3
M.A.C.C.	6	3
<b>TOTAL</b>	<b>48</b>	<b>20</b>



## Data-Gathering Instruments

The purpose of the open-ended questionnaire to the entire graduate student body was to identify patterns in the students' appraisal of their current educational experience. By asking affective-oriented questions, students were encouraged to express their feelings and not pressured to give expected answers. Students were also asked demographic information of their program and year level. Age, gender, and ethnicity information were not gathered, due to the small size of the APNTS student body population.

The interview and focus group outline (See Table 4) focused more on the descriptions of students' expectations and current experiences. By asking open-ended questions about expectations and educational experiences in the classroom setting, participants articulated their previous expectations, current expectations that have arisen from their APNTS educational experience, and how those expectations are affecting their seminary education. These questions served as a guide, but other topics and questions were explored as they were raised in the interview and focus group settings.

**Table 4. Interview and Focus Group Outline**

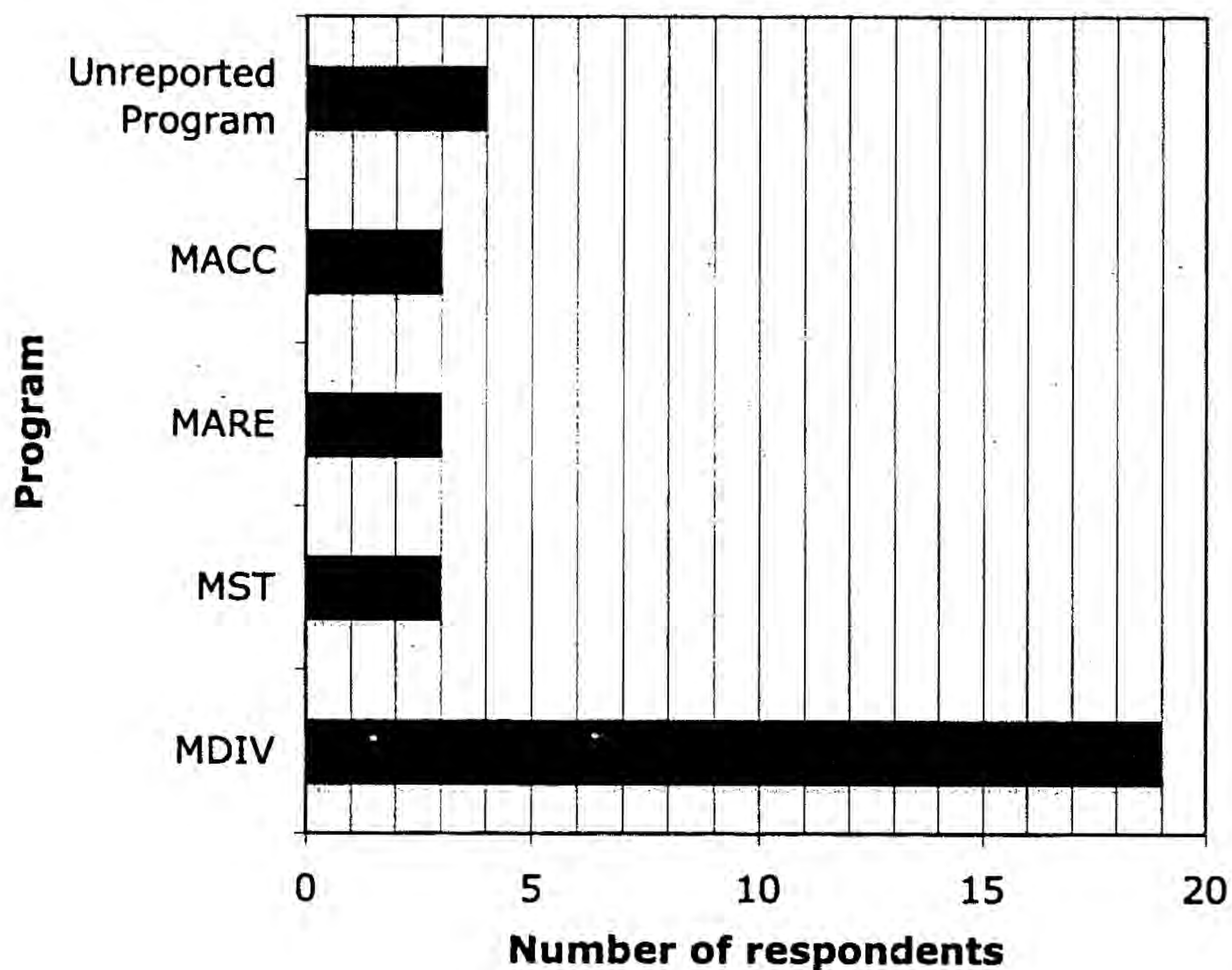
1. Before you came to the seminary, what was your concept of education?
2. Further questions concerning expectations or current experience:
What is the purpose of learning? Why are you here?
What is the purpose of the seminary?
What are the responsibilities of the teacher? Student?
Who should decide what we should learn?
What makes a good teacher? Describe a good teacher/student relationship.
How would you describe a good class or lesson?
How should the teacher be treated? How should the student be treated?
Describe good classroom communication.
What are beneficial assignments and classroom activities?
How should students be evaluated?
3. Is your seminary educational experience different from what you expected? Explain.
4. Think about your expectations and current experience. How does this make you feel? How have these issues affected your seminary experience?

## Analysis of Data

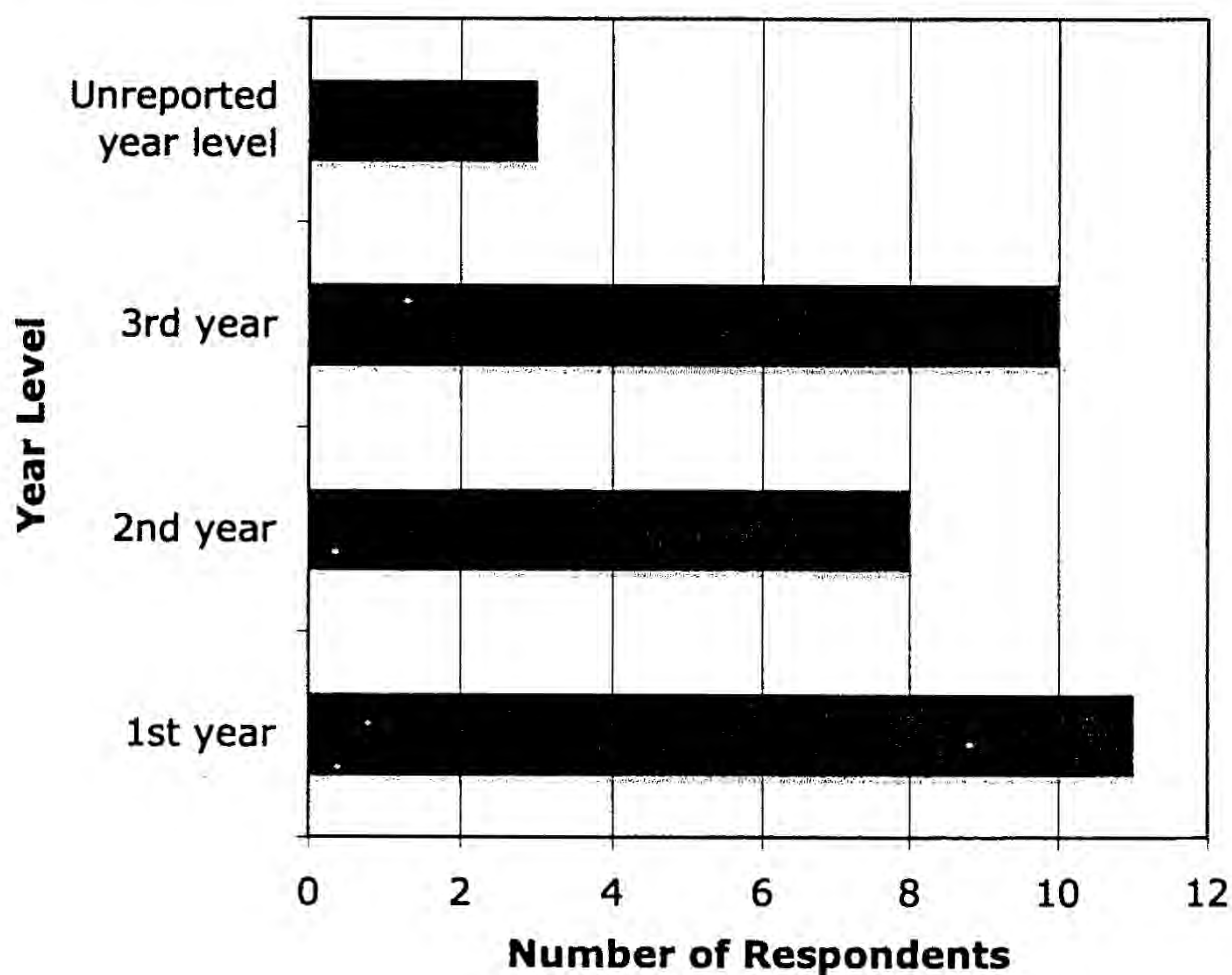
Fifty-eight open-ended questionnaires were distributed and thirty-two were returned to the researcher (See Figures 3 and 4). After the questionnaires were collected, the researcher analyzed the responses consistent with Ellis' three curriculum foci: learner-centered, society-centered, and knowledge-centered. Table 5 in Chapter 4 includes examples of how the researcher coded the information given in the open-ended questionnaires, consistent with Ellis' framework presented in Table 1, Chapter 1.

Twenty out of forty-eight eligible students participated in the interviews and focus groups (See Table 3). The researcher took notes and encoded the information as recorded on the tapes from the interviews and focus groups. The responses were coded the same way as the open-ended questionnaire. The researcher carefully reviewed the notes and analyzed them in light of Ellis' curriculum foci: knowledge-centered, learner-centered, and society-centered. Students' names were not used in the notes included in the final analysis to ensure anonymity and confidentiality. The tapes have been erased for privacy purposes. Following the analysis and report writing, a member check was performed in which the participants were given the opportunity to review the material to ensure their opinions were properly documented (See Appendix E). The purpose of a member check is to aid in the confirmability of the research.

**Figure 3. Open-ended Questionnaire – Participant Program Information**



**Figure 4. Open-ended Questionnaire - Participant Year Level Information**



## **CHAPTER 4**

### **PRESENTATION AND INTERPRETATION OF FINDINGS**

Information from the open-ended questionnaires, interviews, and focus groups revealed a mixture of knowledge-centered, learner-centered, and society-centered perspectives in students' educational expectations and their current seminary experience. The researcher coded the descriptions given in the open-ended questionnaire, interviews, and focus groups in terms of the three foci. Statements were divided according to the educational perspectives found within a response. Table 5 includes examples of how the researcher coded responses from the open-ended questionnaire according to the three foci, and the complete coded responses from the open-ended questionnaire are included in Appendices F, G, and H. Responses from the interviews and focus groups were analyzed in the same manner. The researcher carefully reviewed the responses given in the interviews and focus groups and coded the findings according to the three foci.

While the researcher gathered some demographic information on the open-ended questionnaire and in the interviews and focus groups, patterns according to ethnicity, program, year level, or gender were not found. The researcher compared answers according to these demographic distinctions, but answers varied within ethnic groups, and similar answers were found across ethnic groups. This was similar for all the demographic categories. For example, when asked about expectations of students' relationships with professors, Korean females from varying year levels and programs shared that some wanted close relationships with professors, coming from a learner-

centered perspective, yet others expected only a traditional relationship with little contact outside the classroom, coming from a knowledge-centered perspective. Similarly, Filipino females from varying year levels and programs also shared that some expected close relationships while others did not. This differs from Bestre's study on motivation and expectation where significant differences were found according to gender and program (Bestre 2002, 99-106). Therefore students are not identified by program, ethnicity, or gender. Year level is mentioned only at times when it is significant to the information. This chapter will highlight expectations and experiences found in each of the three foci, along with areas where the foci perspectives seemed to contradict and overlap.

**Table 5. Open-ended Questionnaire Response Coding**

1b. Why was a certain class or assignment memorable?	
Specialized major, informative, deeper understanding, learned a lot	Knowledge-centered
Gave me confidence, taught me to glorify God	Learner-centered
Practical application, useful in ministry, got out of the classroom to practice, let students think strategically	Society-centered
2b. Why did a certain class or assignment have impact on your life?	
More knowledge, learned how to..., intellectually stimulating, deepened understanding	Knowledge-centered
Discovered about myself, impacted my life, helped form my character	Learner-centered
Practical and applicable, learned by experience, gained a different perspective, relevant	Society-centered
3. Describe a typical classroom experience.	
Lecture, professor talks and students ask questions, academic focus	Knowledge-centered
Reflection, discovered on my own	Learner-centered
Sometimes discussion, share opinion, learn from experience	Society-centered

## Knowledge-Centered Expectations and Experiences

### Purpose

When asked why students come to further their education at APNTS, responses included reasons that come from each of the three foci. Knowledge-centered responses will be discussed here, and learner-centered and society-centered responses will be discussed in further sections. Many students come to APNTS with the expectation of learning how to be a pastor. Students spoke of past experiences in leading Bible studies and preaching in which they felt they needed more materials, background, or needed to know how to explain a principle further. These reasons for coming to the seminary center around a knowledge-centered perspective that seminary is a place to gain knowledge they can use in their future ministry and a place to learn how to be a preacher. While most of the students interviewed acknowledged they feel they have gained knowledge, only a few discussed this in detail. Some said that yes, they feel they have more tools and are better prepared for the ministry, but some said even though they have gained knowledge, they still have questions and don't feel prepared.

While knowledge-centered statements were predominant when referring to the purpose for coming to the seminary, still other perspectives were given when students reflected on their seminary experience. One third-year student spoke of his or her seminary experience as moving past simply gaining knowledge into how that knowledge has affected his or her outlook on life as they return to their homes: "I have a great sense of accomplishment, a greater sense of confidence, and a greater sense of responsibility." Another third-year student also stated,



I think I got very little knowledge, but I got many challenges, like how do I think about the Bible, how do I think about my ministry? I think I expected to get many knowledge, many how to things. I have little knowledge and little how to, but I have many questions on how will I do ministry in my context. I don't have answers to my questions, but maybe I can think with the people in my country, we can think together.

A society-centered approach is brought out in talking about a greater sense of responsibility; the responsibility of how you will use the knowledge you have gained affects those around you, it's not only about your personal accomplishments. The second statement brings out a learner-centered perspective in suggesting working and learning together, despite differences in title and educational level.

Students also come to APNTS with plans of teaching at Bible Colleges in the future. The knowledge-centered perspective was emphasized in their reasons of wanting to gain knowledge so they could later share that knowledge with students at Bible College. One student shared, "In the future, I will teach pastors. I need to upgrade my knowledge to be worthy of teaching them. If we have the same level, how can I teach them?" This statement implies a strong knowledge-centered expectation that the teacher should be the expert.

However, the learner-centered perspective was found in one student's sense of a personal calling and burden for teaching in the reason given for coming to APNTS. Another student approached the current educational experience from the learner-centered perspective along with the society-centered perspective. The student spoke of an APNTS professor that became like a mentor and model. The way the professor facilitated class discussions and guided the students in meaningful experiences reinforced the student's desire to become a teacher after graduating.

## High standards

Students expressed a knowledge-centered perspective when discussing their previous expectations about the academic standards at APNTS. Students expected the work to be difficult since they were coming to a graduate school and all the classes are in English, implying new or more difficult knowledge to be learned. One student referred to APNTS as an “ivory tower” before coming, indicative of learning from the past in the knowledge-centered approach. When others reflected on their current experience, they talked of the enormity of reading and writing assignments compared to their undergraduate studies. Students did not seem to expect to have to learn a new system of how to research and write papers. The standards held at APNTS for writing and researching were a new experience for many of the students. This seems to bring in a society-centered perspective that certain skills need to be learned in order to function in the “world” of APNTS. One student described, “I was shocked. I struggled with learning the new system that included footnotes.” This response was similar to the study by Jin and Cortazzi in which Chinese students studying in Britain experienced difficulties in giving correct recognition to sources (Jin and Cortazzi 2006, 19-20). Another student showed a knowledge-centered perspective by saying, “I never expected to have to catch up to standards.” One student described his or her feelings about the standards, “I felt very awkward and insecure in having to learn a new system of writing and researching.” Most students felt that after the initial shock, they slowly began to learn the system as they progressed through their classes.

Many students come to APNTS after Bible College, but even though the classes center around the same subjects, the students expect to learn more details and study more

difficult things, similar to a spiral curriculum, commonly associated with the knowledge-centered perspective (Ellis 2004, 116). Due to the multicultural population of the APNTS student body and faculty, many students expect a higher level of academics simply because it is in a different location than their previous education and many of the professors come from the United States. A student shared, “In my country, we just take notes, listen to what the teacher says, and memorize everything, but it’s a challenge here to jump into a western style of learning. We have an opportunity to learn and think in new ways.” Again, this statement implies learning new knowledge for the purpose of functioning in the “world” of APNTS, bringing a combination of knowledge-centered and society-centered perspectives.

However some students did not feel satisfied with an emphasis on the knowledge-centered perspective when discussing academic standards. One student related, “When professors give assignments with very simple question and answer activities, I feel like I’m an elementary student, like I’m wasting my time. Is this a graduate level of studying?” Another questioned the knowledge-centered, spiral curriculum approach, “Sometimes I wonder why I’m studying the same things I did in Bible College.” Another student also questioned the knowledge-centered perspective by approaching education from a society-centered approach, “Do I really need footnotes if I am going to teach tribal people?”

### **Instructional Methods**

As mentioned in the previous section, many students discussed reading assignments. Most of the time it was in reference to difficulty or “mountainous requirements,” but one student discussed the value of reading assignments. “Sometimes

it's the reading itself that gives more insight than what happens in the classroom. I gain new insight when I'm alone with dead authors." The personal insight gained speaks of a learner-centered perspective, but "alone with dead authors" comes from a strong knowledge-centered approach. Another student also approached reading from a learner-centered perspective by relating that students can discover knowledge on their own while researching.

Following a knowledge-centered approach, lecture was a method frequently mentioned when students described their classroom experiences at APNTS. More than half of the responses when describing a typical classroom experience on the open-ended questionnaire included phrases such as professor delivers lecture, professor talks and students ask questions, we sit and listen to lecture. In the interviews, one student expressed disappointment when students prepare material and give presentations in class instead of the professor lecturing. "We have a duty to learn from the professor, so we feel disappointed if there is no lecture." This was similar to Chan's study of learner autonomy in Hong Kong. It was difficult for the students to instantly change from a knowledge-centered perspective to a learner or society-centered perspective (Chan 2001, 509-14). One student discussed the value of lectures, but mainly in reference to the professor using PowerPoint as an aid to their lecture. "It is very important that the professor has a clear point or topic. I can't memorize or understand everything, but when they have the main points on PowerPoint, and when they include PowerPoint on Moodle [class web enhancement software] so we can review it later, it is extremely helpful." While using techniques to help the student come from a learner-centered perspective, the

student was still concerned about the importance of gaining knowledge brought out in lectures.

However, several students compared lecture with a more society-centered perspective of interaction, as in the following statement, “Sometimes with lecture, the class is boring and we feel sleepy because nobody is interacting.” Another student also stated, “There is always a constrain between completing the professor’s lecture with the opportunity for students to interact or ask questions.” One student presented his or her view with a society-centered challenge to traditional knowledge-centered seminary teaching, “I always thought that even with Bible subjects, the teacher can be creative with the teaching style and do something more than lecture, but I haven’t seen that at APNTS.” One student shared his or her view on lectures from a personal, learner-centered perspective, “Very few lectures are memorable.” While appreciating the value of the lecture and knowledge-centered perspective, another student shared the importance of also incorporating society-centered techniques, “I think the level of lectures at APNTS is low. Sometimes we are discussing a complex issue in class, but I was disappointed because of the low level. I wish they would go deeper.” While students value the information contained in lectures, it seems they would prefer a more society-centered approach with interaction, where topics can be discussed further and in different ways.

### Learner-Centered Expectations and Experiences

#### **Purpose**

A learner-centered focus is shown in that students expect to grow spiritually during their time at APNTS. Since APNTS is an institute of higher education in the Christian tradition, it is natural that students expect to gain knowledge about the Bible

and things related to their current and future ministries. But students also expect their coursework to bring out a learner-centered perspective by providing opportunities for their personal spiritual life to grow and develop. Students related that they expected to be trained in spiritual disciplines, to spend class time praying together, and to be inspired with more passion for their ministry.

Students seem to have mixed experiences in dealing with this expectation. One student related that he or she did not expect to grow spiritually but was surprised and pleased when spiritual encouragement was received through class activities. Another student felt encouraged in his or her spiritual life by a professor, but it was through a relationship outside of the classroom, not something that happened as part of a course. As mentioned previously, one student found impact through “reading alone with dead guys” and was encouraged by a sermon that was written hundreds of years ago, bringing in a knowledge-centered source for a learner-centered experience.

However, some students perceived a weak learner-centered perspective and more of a knowledge-centered approach in how APNTS classes promote spiritual growth. One student shared, “It seems at APNTS that the spiritual aspect is neglected because the focus is mainly on academics.” Another student spoke of their experience in the following, “It is good for the Christian community to pray and worship together. This doesn’t happen at APNTS, it just happens a little.” This tension between a knowledge-centered experience with a learner-centered expectation is clearly shown by the following statement:

Most classes don’t emphasize our spiritual life, so it becomes the responsibility of the student. In Bible College we had small group, prayer, fellowship, meditation, and fasting. We don’t have that here. Students say they spend less time in prayer and more time in studying and sleeping.

This difference in expectation and experience was reiterated by another student,

I expected the seminary to emphasize spiritual disciplines like praying and attending chapel. Since the seminary does not emphasize these, it is my responsibility to have personal prayer time, attend Bible studies, attend church services, but all of these have nothing to do with APNTS. I feel frustrated that the focus is more academic and not spiritual; there should be a balance.

The previous statement highlights a learner-centered desire in the student's expectations of the seminary, but a knowledge-centered perspective is also given in that the student expects the seminary to provide this emphasis for the student. A strong learner-centered perspective is brought out when students discussed what the responsibility of a student is or should be, "When we are not being challenged spiritually in the classroom, it is the responsibility of the student to find spiritual insight through readings and assignments." It seemed that most students felt spiritual growth should be part of the curriculum and emphasized by the professor, as in a knowledge-centered approach, but a few responded that when they felt this wasn't happening, it was a personal challenge for themselves, as in a learner-centered approach, yet it is quite difficult because of the focus on academics, again referring to a knowledge-centered perspective.

## **Evaluation**

Participants indicated that evaluation at APNTS tends to follow a knowledge-centered approach with the majority of grades coming from exams and written assignments, while some classes incorporate a society-centered approach with projects and presentations. It seemed that most students expected to be evaluated in these ways, however, students expressed other thoughts about evaluation coming out of their current experience. Students discussed their desire to be evaluated in ways that fit their learning style, coming from more of a learner-centered perspective. One student shared, "Maybe

some students can explain themselves better by demonstrating or showing how to do something, not just talking about theory in an exam or paper.” Another student presented a change in the grading system in the following, “The best way of grading the students should be balanced between participation, papers, and exams; for those who work hard at participating and interacting, it’s not fair that our interaction doesn’t count towards the grade.” One third-year student reflected, “I can study to get a good grade, but after the grade is given, I don’t necessarily remember what I learned. But, in classes where I practiced what we were learning, I still remember that today.” Another third-year student shared a memory: “I was very encouraged when the professor came and observed me in my place of ministry instead of just reading about it in my paper.” These reflections show that students want professors to approach evaluation from a learner-centered perspective, to uniquely evaluate students according to how they learn. Most of the reflections also show that students appreciate being evaluated with learner-centered and society-centered techniques: demonstrations, participation, practical application, and interaction outside of the classroom.

However, coming from a knowledge-centered perspective, one student expressed disappointment in the lack of importance placed on exams at APNTS: “In my country, we didn’t just memorize information for exams. We had to really study and deeply understand, in addition to memorizing, in order to prepare for exams.” This opinion was similar to research by Rubenstein who held that memorization in the west is used only for repetition and testing, but memorization in China is used to deepen understanding, reflect, and discover new meanings about the knowledge memorized (Rubenstein 2006, 436-40).



## Student Capacity

Students interviewed expressed strong feelings concerning their understanding of subject material and professors' awareness of their understanding. Students expect professors to approach the students' understanding from a learner-centered perspective; they feel the professors should be concerned with the students' capacity to understand the material that needs to be learned. One student shared, "I'm looking for interaction. The professor should ask me if I understand, tell me if there's something wrong, and I should be able to resubmit papers in order to help my understanding." Concern for the learner is also evident in this student's perspective:

Effective professors can relate to people and connect with people; they should be able to take huge concepts and relate them into something that is understandable but still maintain all the complexity of the subject matter. If professors are not effective communicators, they might just be banks of knowledge.

Again, another student also shared the importance of understanding the learner:

Professors should be able to read the students' desire and notice problems. They should put themselves in the students' place to understand what they're going through; they should view themselves as learners, studying the students' needs and how they can help them understand.

One student spoke of flexibility within the system a professor sets up in his or her syllabus: "A professor should be strict but should make changes if necessary, be understanding of the students." Similar to the previous discussion on evaluation, students expect professors to approach their learning from a learner-centered perspective, but it seems students prefer society-centered techniques: interaction, relating concepts to the real world, and learning together.

When asked how this expectation compared with their current experience, very few students related memories of professors who really understood students and how they

were doing in class. Most related instances of disappointment because professors seemed to be disconnected from the students' understanding of the subject material. One student shared, "Many professors speak on a high level with hope that people will join them up there, but there's no ladder, no point of connection or contact where people can get there easily." A third-year student reflected,

Many professors can't understand our feeling because they have no experience to study another language or another culture, so they just speak very fast. I don't think they pay attention whether that person is understanding or not. They just give lecture and assignment and don't care about the students who are struggling.

Another student agreed that professors seem to approach students from a knowledge-centered perspective:

When professors don't communicate well and don't understand us, we don't feel any encouragement from them... The professors know the book background, but they don't take the students seriously and learn what the student needs. They just want to finish the course and give knowledge. It makes me disappointed.

These feelings were similar to the students interviewed by Zamel and Spack. The students voiced feelings of intimidation in the classroom and that they were "left to manage classroom expectations and conditions on their own" (Zamel and Spack 2006, 129-130). A first year student shared the following memory:

When the professor asked us a question, I answered, but the professor disagreed with my answer and said my (student's) culture does it a different way. I think that's wrong and I want to know why the professor thinks that, but I don't want to offend the professor's feelings. I'm not here to fight, but I felt awful; I wish the professors would try to sense the understanding of the students. Sometimes I just blame myself because of my poor English, so I better be silent.

These statements show that students feel the professors approach their learning from a knowledge-centered perspective, focusing on material to be presented and not from a learner-centered perspective, focusing on how the students are understanding the material.

## **Communication Outside the Classroom**

Students related that most professors at APNTS express a willingness to assist students outside of class time, so students learn to expect this from professors. A professor's openness to answering questions and assisting students outside the classroom comes from a learner-centered perspective by taking into account the individual student's needs and capabilities. A few students related stories of professors who were constantly communicating with their students inside the classroom and then opening their office for students to come and ask questions; they felt the professor constantly communicated what he or she wanted them to learn and then assisted by guiding them through the process.

However, most students felt that professors approach communication outside the classroom from a knowledge-centered perspective and not a learner-centered perspective; therefore, the students do not feel comfortable communicating with professors outside the classroom. One student related, "The professors are busy, they have no time, no extra time to teach individually if I don't understand what we did in class." One student referred to the class syllabus in this reflection:

I don't feel the professor is always available for students. The professor gave us a syllabus, so maybe we should understand through that; if we ask further questions, it takes up their time, so maybe it is a waste of time for them, and I feel guilty.

And one student referred to his or her relationship with the professor in this response:

"Some professors are approachable, and some are not. Some are easier to ask because of their attitude and my relationship with them."

## **Communication about Assignments**

When general questions were asked about communication inside and outside the classroom, students interviewed consistently brought up the topic of communication

about assignments. Students expect the professor to give feedback on assignments, not just simply a grade or acknowledgment that the assignment was completed. This expectation follows a learner-centered perspective that professors should be understanding of how the student is doing in the class and assist them to develop in their understanding. A few students remembered instances where a professor helped guide them through an assignment and how much that helped them in learning how to write or research and in how they remembered the material later.

Many expressed difficulty with teacher-centered approaches, a term some authors use to describe the knowledge-centered perspective (McFarlane and Berg 2008, 2; Chan 2001, 507), in that it's difficult to determine what the professor wants in an assignment. Even when professors don't have strict guidelines in assignments, students still felt it was important to try to determine what it is the professor is looking for, coming from a knowledge-centered perspective. Many students ask senior students or friends for help before they go to the professor. But for one student who approached the professor about a vague assignment, the following reaction was shared:

When I didn't know what the professor wanted, it was tumultuous. Even after talking to the professor, I was still confused, frustrated, and discouraged. It kind of discouraged me from wanting to really try. After a couple months, I felt academically demeaned and belittled; I didn't want to apply myself.

Students also spoke about the importance of communication throughout the semester. A lack of communication throughout the semester seems to lead to misunderstandings about grades and what is important for the student to learn. One student shared, "I thought I was doing good, my assignments received good grades, I participated in class, but then I had a 'C' at the end of the semester." Another student related a similar experience: "I submit papers, but there is very little feedback; I don't

know where the grade comes from.” Another student shared the struggle between following a knowledge-centered approach or a learner-centered approach:

I feel confused when writing papers; do I write what I learned in class or what I believe? I think that to get a good grade I need to follow the professor. Mostly I try to follow my opinion, because the grade is not important to me, I just want to do my best and learn.

### **Professor/ Student Relationship**

Following a learner-centered perspective, students discussed in length how their relationships with professors affect how they learn in the classroom and how their education at APNTS effects their personal and spiritual life. Some students related that the life of a professor should be a model, and professors who exhibited a Christ-like life and testimony encouraged them.

Not all students interviewed felt the relationship between professors and students should come from a learner-centered perspective. A few were more in favor of a knowledge-centered approach in that “Teacher is teacher; student is student. If we had a close friendship, it would affect our grades.... Covenant group [a small group bi-monthly meeting between faculty and students] at APNTS is enough. The relationship should not go beyond that.”

Students expect professors to be concerned with their personal and spiritual life, following a learner-centered approach. In addition to spiritual growth being emphasized in the classroom, most APNTS students expressed a desire to have personal relationships and find spiritual encouragement from professors outside the classroom. One student expressed his or her opinion: “Professors should understand each student personally, their background, and why they came to seminary.” Another student shared, “Professors should be mentors.” A first year student shared his or her expectation: “ I expected

APNTS to be like a family; professors are like second parents and should be approachable. They should treat everyone equally regardless of culture.”

When asked about their current experience compared to their expectations of a learner-centered approach, the students’ responses were mixed. Some told stories of learner-centered approaches, including a professor who was encouraging by writing a card or having a special prayer time with the student. One student felt that visiting professors at APNTS used a lot of time to introduce themselves and build relationships with the students, so the student felt greatly encouraged, even though they were only together a short time.

Yet, many students interviewed felt that professors approached relationships from a more knowledge-centered perspective, like the following: “Even after three years, I don’t feel close to the professors. I think they just teach and are not concerned with the students, they just focus on academics.” Another student shared, “The professors used to have the students introduce themselves in class, but now very few professors do this; I think they feel it is a waste of time. But how else will we start to build relationships with each other?” Also coming from a learner-centered perspective, one student was concerned about the lack of a spiritual relationship between professors and students: “The professors don’t know our situation, and we don’t know their situation, so how can we pray for each other?” Another student discussed the tension between a knowledge-centered approach and a learner-centered approach by relating the relationship with professors to the effectiveness of classes: “It’s difficult to talk with the professors because we don’t know each other, their life, their background; if we had a deeper relationship, maybe classes and discussion would be more helpful.”

## Society-Centered Expectations and Experiences

### **Purpose**

Students come to APNTS to prepare for cross-cultural ministry. Many students spoke of their initial attraction to APNTS because of the diverse, multi-cultural student and faculty populations. Some students expect to build relationships with people from other countries, but some come with specific expectations of preparing to be a missionary in a cross-cultural setting. Students approach APNTS from a society-centered perspective that building relationships with people from other cultures and taking classes focused on missions will help prepare them for what they will encounter as a missionary. However, when one student was asked if the missionary training expectation was being fulfilled at APNTS, he or she replied, "It seems the missionary training is weak, because academics are more important." This student's experience comes from a more knowledge-centered perspective.

### **Instructional Methods**

Class discussion and group interaction was a topic that was frequently spoken about during the interviews and focus groups. One student shared, "I heard that at APNTS there was dialogue with other students. The professor would talk about issues and then ask the students to discuss what it looked like in their cultures. This really attracted me to the school." Another student stated, "I am looking for interaction in the classroom."

Some students interviewed shared they were pleased to find society-centered approaches, like discussion, in some of their APNTS classes. One student stated that he or she "values discussions that use stimulating questions, not just do you have any

questions. It's effective when professors ask 'What if?' questions that play with your thoughts." Another student found value in class discussions because of the multi-cultural aspect of the APNTS classroom: "We come from different countries and have different thinking, but through working together in class, we can find the solution in the Bible. When we discuss in class, I can know the other students' thinking, culture, and mind."

Some students shared their thoughts about class discussion in comparison to education in their home countries. One student said, "At first I felt like we were wasting time, but I realized we can learn new things through discussion and group projects. The other students become sources of knowledge through our discussion." Another student also experienced a learner-centered perspective through class discussion in this memory:

In my country, the teacher just teaches, and we seldom ask questions or the perspective of the teacher. Sometimes APNTS students give different perspective or different opinion to the professor, and we have a very active discussion. Sometimes the question is new so the professor has to really think and give his or her opinion. It seems we learn together.

Another student related, "At APNTS it's okay to say your opinion, and the professor doesn't get angry." One student shared the following memory of how a society-centered approach made him or her work harder than other classes:

My best class was an online class. We had to post and then other students would ask questions or critique. We then had to answer or give further reflection. It helped me learn more; I had to state clearly and really know what I was talking about.

The previous statements illustrate how sometimes new expectations have been formed from students' educational experiences at APNTS. It is important to acknowledge that it is sometimes difficult to distinguish if a student's reflection about expectations came from previous education or from the student's current experience.

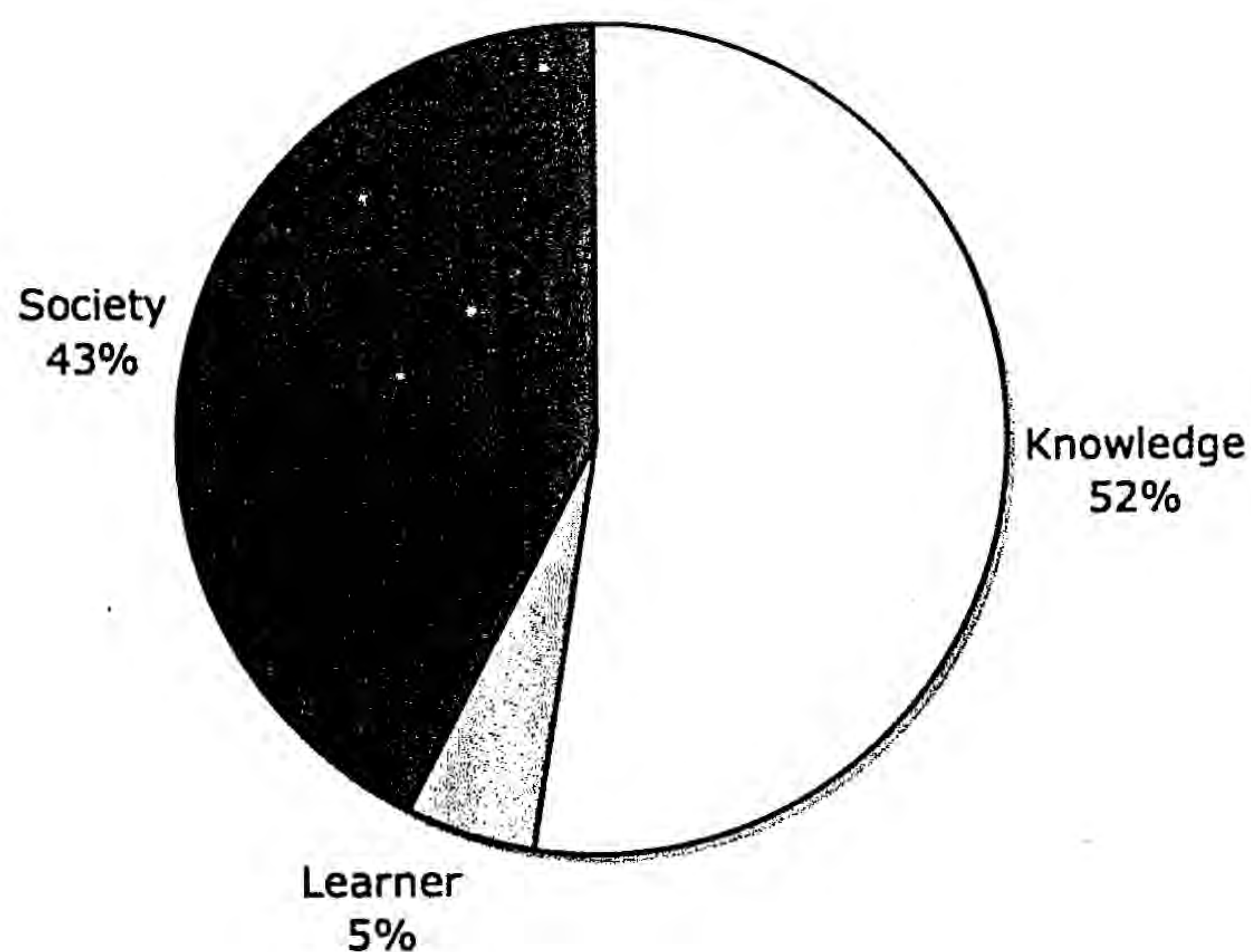


Some students approach discussion from a learner-centered perspective by rating the effectiveness of the discussion according to the relationships and understanding formed within the group. One student shared, "If it's a small group, especially a close friend or a person who really tries to understand my thoughts, then it's easy to speak up because they have the attitude to listen." Another student also referred to relationships with other students in this description: "If I get to know my classmate in class and understand his or her personality and experience, maybe I feel more comfortable to ask questions and participate in discussion." But one student shared an experience that was not helpful for learning: "Sometimes in a discussion, if I am the only person who is not from the same country as the other group members, I can't give an opinion, so they start speaking in their own language. I feel really disappointed."

One student shared the necessity of courage in participating in a class discussion: "You have to be bold to speak out in a class discussion. I always have a fear of being left behind and if my opinion would be right." This statement speaks to a knowledge-centered perspective in that the professor decides what knowledge is correct instead of giving value to the student's opinion. Another student referred to a knowledge-centered approach by relating how class time is used: "Sometimes there is not enough time for discussion because the professor has to cover the material." This issue also came out in the open-ended questionnaire. When asked to describe a typical classroom experience, many students referred to discussion, small groups, and learning from experience, but the reference nearly always used the word "sometimes." Most of the responses included "some interaction," "some discussion," "sometimes roleplay and other activities," or "it's better when we discuss." Most of the responses were knowledge-centered, describing a

lecture style of teaching, but it seemed many students preferred a society-centered approach with interaction and real experiences in addition to lecture (See Figure 5). This was similar to Sander's study of university students' expectations of teaching. The students expected formal lectures, but preferred interactive lectures, student-centered teaching, and group work (Sander et al. 2000, 311-17).

**Figure 5. Open-ended Questionnaire- Description of Classroom Experience**



## Contrast of Society-Centered and Knowledge-Centered Expectations and Experiences

Students feel that education at APNTS should be balanced between academics and practical training or missions. The expected balance between theory, knowledge-centered perspective, and practice, society-centered perspective, is what attracts some students to APNTS. One student shared, “In my country it’s just lecture, but in APNTS I can practice mission.” Another student related, “It’s good when we can understand... understand our requirements, the lecture, and apply it in our ministry place.” The importance of practical application for APNTS students is different from Niehoff’s research with students in Taiwan and the United States. Niehoff found that students in the United States look for practical applications, while Taiwanese students are more concerned with theory, but APNTS students emphasized they are looking for a balance between theory and practice (Niehoff et al. 2001, 291-2). A student who served as a pastor before continuing his or her education at APNTS shared the following challenge:

The weight of our ministry will be speaking, teaching, preaching, etc., so we should spend our time here interacting like we will in ministry. It’s really a challenge, because my church members say that a seminary graduate has boring preaching, but the preaching from someone who only has an undergraduate degree is alive and wakes up our senses.

Some students also referred to this expectation of a balance between academics and practical training when thinking of their professors. One student shared, “I enjoy and understand more if the professors have the experience to prove the theory.” Another student related, “Do we have professors who are ‘aces’ in their field?... meaning they have been sent to the field [have experience in their area of study] and have come back, having proven themselves.”

Students express very positive reactions when discussing classes or assignments that connect the knowledge they are learning with practical experience. One student shared, "Practical classes are forced opportunities for ministry, but it really helps me with my studies. Only studying is not enough, the practical class helps me in my ministry." Another student shared, "Most professors give assignments to think about not just knowledge, but they always encourage us to think in my context and culture." Another student shared the opinion, "The most valuable part of education is in the practical experience and environment created." The value of combining theory with practice was also described by Madueme and Cannell in their discussion of the importance of problem-based learning in the M.Div. curriculum (Madueme and Cannell 2007, 54,57). One student specifically referred to the M.A.C.C. program when discussing the balance between academics and practice: "M.A.C.C. is practical training. Lectures can be boring, but we can immediately go outside and apply, test the theory." Another student shared the same opinion: "The gap between theory and practice seems to be bridged in media. The professor can give critique, but you understand what they are talking about and how you can change it."

However, some students felt that the balance between academics and practice weighs more heavily on a knowledge-centered perspective. One student shared, "I don't have enough time here to do mission because there are so many assignments." Another student related, "Practical classes are good, but there is no deep practical, just a little." While students expressed appreciation for practical classes, some non-Filipinos discussed the difficulty of ministering in local settings because they don't speak Tagalog. One

student felt classes focused more on knowledge-centered approaches than the real world aspect of a society-centered approach:

Sometimes the professor only focuses on the lessons he or she wants to teach, but it feels distant from my situation. Once I asked if there was any difference in cultural background on the issue we were discussing, but the professor said no, it is the same everywhere, but this has not been my experience.

Another student expressed a similar desire for more practical experience:

When it's only theory with no practice, I feel like I'm losing my desire. I'm hungry for learning in a way I can practice. Sometimes the lecture is okay, but sometimes it's not necessary, and I feel like I'm wasting my time. When we only read the textbook, we don't learn practical, real knowledge; we need real practical examples in class.

One student expressed this opinion based on their time at APNTS, "In theology, you cannot immediately apply. It's more theory; it's hard to get balance of application in a real context." Another agreed, saying, "I was able to convert theory to practice, but I didn't do it how the professors here do it. I get it and interpret it on my own." Kim, Eun Yup's evaluation of APNTS in 1994 found that graduates felt more contextualized and practical classes would have been helpful for their future ministry (Kim 1994, 70-80). While many classes have been added since 1994, it seems the importance of converting theory to practice is still an important issue for APNTS students.

A few students brought up hopes for APNTS during their reflections on the balance between academics and practice. One student also brought in a learner-centered perspective when sharing, "APNTS should be concerned with the whole student, not just academic." Another student shared the following desire:

APNTS should chop down the ivory tower image and connect to the community to be effective... The thing that makes this school really unique is not in the rote lecturing and classes, but in its opportunities right outside its doors, practical experience and connecting to the community... They should harness that potential rather than being concerned with looking like a traditional seminary.

This student also referred to the school's motto of "Bridging cultures for Christ." This view emphasizes a society-centered perspective in focusing on applying knowledge in the real world.

### Combination of Knowledge-Centered, Learner-Centered, and Society-Centered Expectations and Experiences

#### **Communication Inside the Classroom**

Expectations and experiences concerning communication inside the classroom presented a mixture of educational perspectives. Some students value a knowledge-centered perspective by placing importance on how the professor follows the outline in the syllabus. They also feel it is important that the professor not only be prepared with the lesson to present but also be prepared to answer questions raised by the students, following a knowledge-centered perspective. One student expressed disappointment when the professor didn't know the answer to a question, and it was the student who directed how to find the answer, following a learner-centered perspective. Another student embraced the idea of interaction from a society-centered perspective in the following: "I expect the professor to answer questions. Even if I disagree with their answer, I can still learn something."

Another student shared the opinion that a professor who approaches learning from a learner-centered perspective is more beneficial:

Teachers should not be lax with students; if they are lax, then I tend to relax. A teacher should challenge and motivate me. Even if we have a difficult assignment, when the teacher guides us step-by-step through the process, that is very encouraging and motivating.

The concept of guiding or facilitation by the professor was discussed in the study by Sungur and Tekkaya which compared problem-based learning with traditional

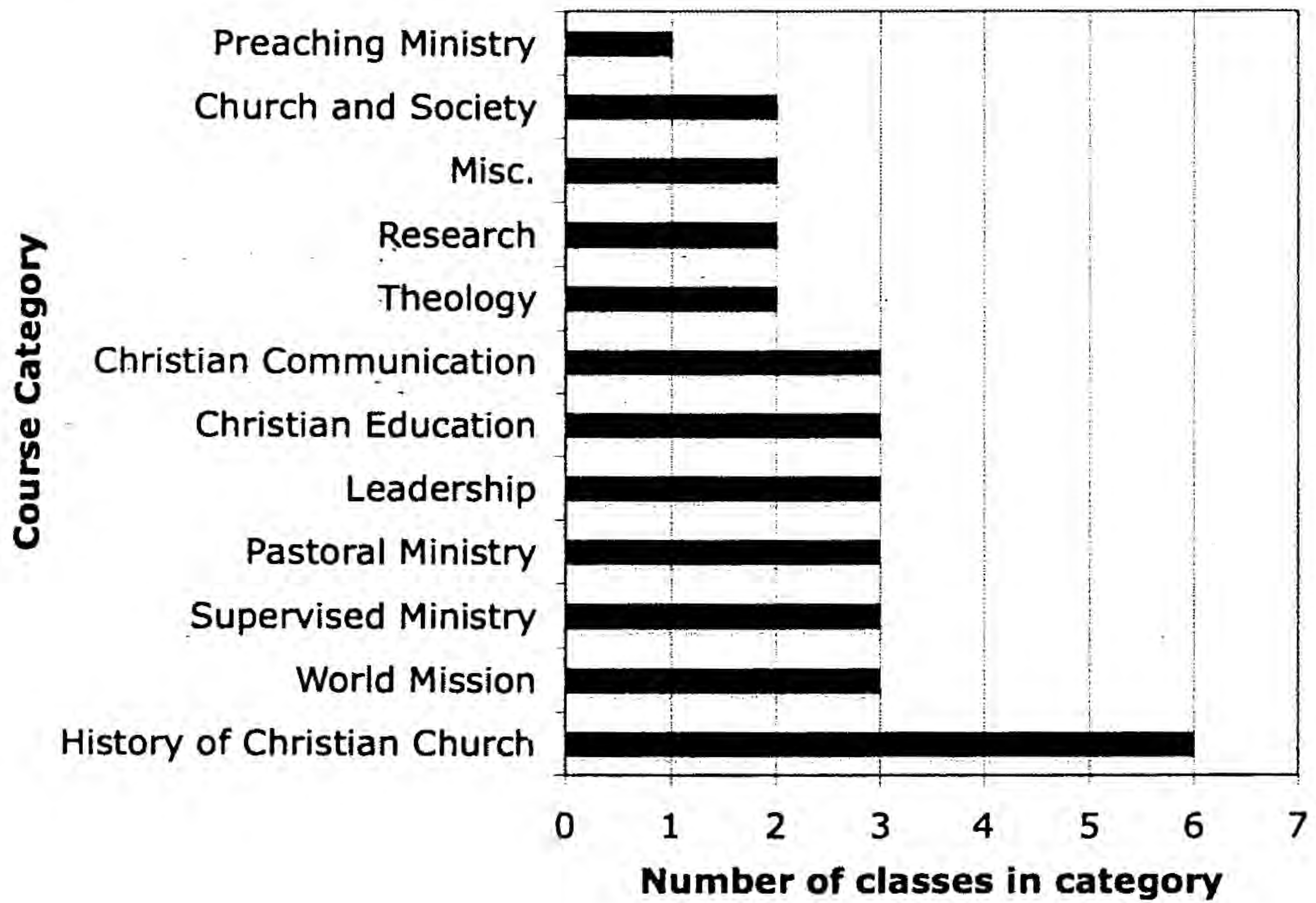
instruction. By guiding students through the process of problem-based learning, the students' motivation was increased and their critical thinking skills were enhanced (Sungur and Tekkaya 2006, 310-316).

Students also have mixed perspectives about the importance of grades. Following a knowledge-centered perspective by comparing grades with the perceived level of understanding, one student shared, "A good or higher grade means I learned more; a lower grade means I didn't understand the lecture or assignment." But other students approached grades from a learner-centered perspective, placing more emphasis on the personal experience instead of the letter grade as related in the following, "In most of my classes I got a 'C' but I learned a lot; even a bad grade can be a good class." This perspective is similar to the attitude of nontraditional college students in Wei's study who were more concerned with application than grades (Wei 2007, 1-11).

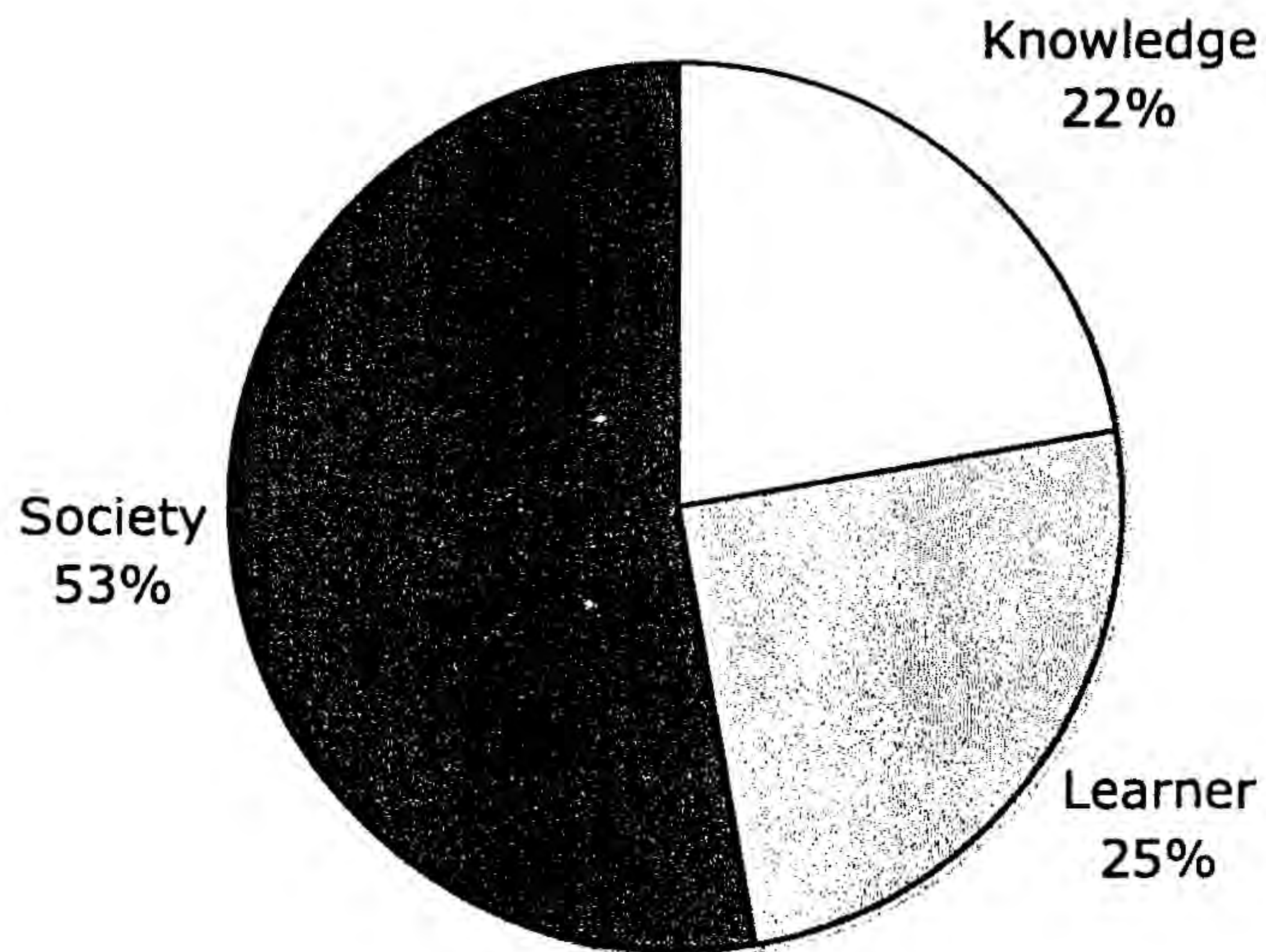
### **Class Experience: Most Memorable and Greatest Impact**

The responses from the first two questions on the open-ended questionnaire also presented a mixture of educational perspectives. When asked what class or assignment was most memorable, a variety of classes were given. These responses were categorized according to the course sections in the APNTS Catalog (See Figure 6). When asked why a particular class or assignment was memorable, most of the responses came from a society-centered perspective, emphasizing practical experience, applying theory and knowledge, and interaction. But many also referred to knowledge-centered perspectives by listing informative, learned a lot, and learning theory as the reasons why it was memorable. A few mentioned learner-centered perspectives such as learning to glorify God and building personal confidence (See Figure 7).

**Figure 6. Open-ended Questionnaire - Most Memorable Class: Course Category**



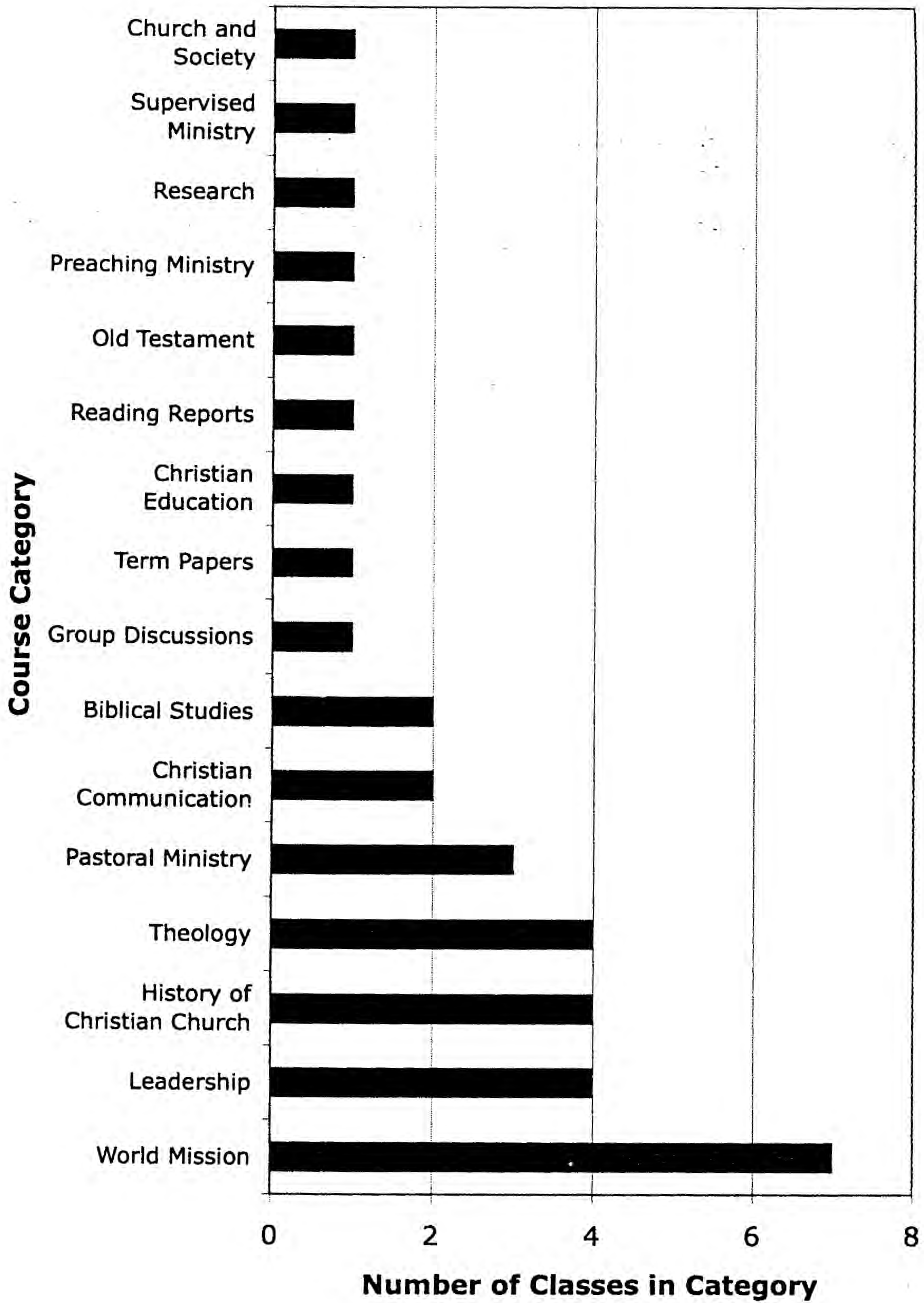
**Figure 7. Open-ended Questionnaire - Most Memorable Class: Educational Perspective**



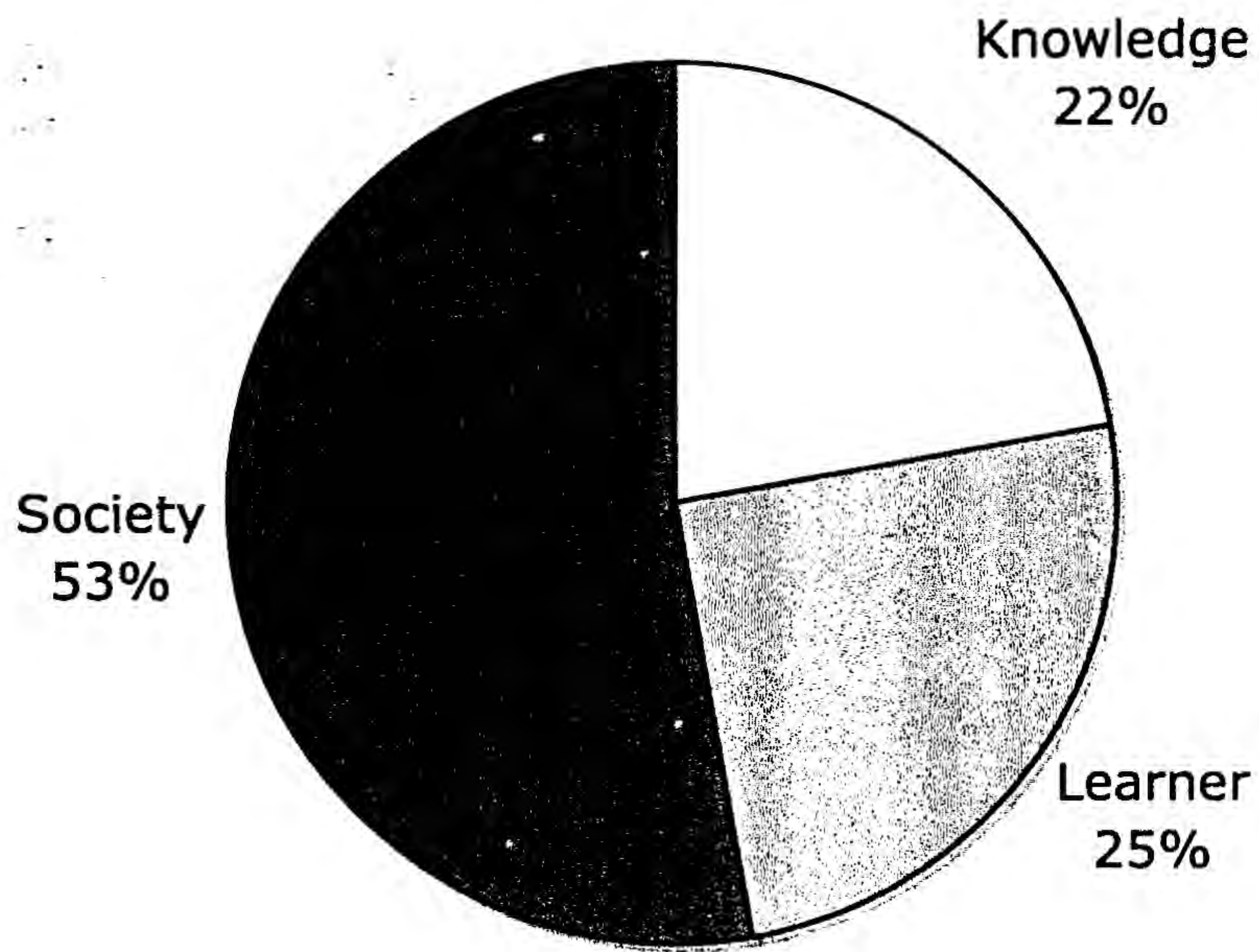


A variety of classes were also given in response to the question of which class or assignment has had the greatest impact on a student's life (See Figure 8). When asked why this class or assignment had a great impact on the student's life, the majority of responses came from a society-centered perspective, including practical application, teamwork, relevance, and a different perspective. The reasons given by the students were similar to the results found in the study by McCarthy and Anderson, in which students preferred active learning methods because they were interesting and useful (McCarthy and Anderson 2000, 279-289). The responses for knowledge-centered and learner-centered perspectives were almost equal (See Figure 9). Knowledge-centered responses included gained more knowledge, answered questions, and deepened understanding, while learner-centered responses emphasized strengthening personal abilities, forming character, and personal growth.

**Figure 8. Open-ended Questionnaire - Greatest Impact: Course Category**



**Figure 9. Open-ended Questionnaire - Greatest Impact: Educational Perspective**



## **English Language**

Many students come to APNTS to improve their level of English. Some related they come simply to improve their English while others want to improve their English for future purposes, such as serving as a missionary or continuing their education in the United States. These expectations come from a mixture of educational perspectives; some approach from a knowledge-centered perspective in wanting to improve grammar and vocabulary for further education; some approach from a society-centered perspective in wanting to improve speaking and listening so they are able to use English in a practical way; and some approach from a learner-centered perspective by wanting to personally grow and develop in their use of the language.

When asked if they felt this expectation had been met or was being met, students again gave responses that incorporated a mixture of the three foci. A third-year student expressed satisfaction over now being able to understand conversations with native speakers. Another third-year student claimed his or her listening skills had improved through class lecture and student presentations. These statements express that the students' understanding of language is beneficial in having gained more knowledge, following a knowledge-centered perspective; the students are able to use language in more practical ways, following a society-centered perspective; and the students are able to further understand language as they personally grow and develop, following a learner-centered perspective.

However, others expressed frustration with their perceived lack of knowledge and personal understanding, as in the following statement, "After three years, I still don't

understand the class lecture or discussion. I catch the topic, but I really don't understand the conversation or lecture." Another third-year student shared the following opinion:

I passed the 500 English exam score, but it's really hard to catch up with the class or do assignments. I think the class level should match the English level; If they [APNTS] have higher level classes, then they should require a higher score, like 530 or 550. Yes, I attend class, but I could not understand the content. I feel meaningless. I just submit a very disorganized paper and get 'C' or 'D' so I can graduate. But what did I learn? What did I study?

This statement implies that the students are following a knowledge-centered perspective in simply finishing the work to obtain a grade, but they desire a learner-centered perspective in order to further their personal understanding.

The same desire for personal understanding, coming from the learner-centered perspective, was also evident when students from Korea, Japan, and Myanmar shared difficulties in trying to participate in class discussions. One student shared, "Sometimes I have opinion, but I could not give. I really hesitate to speak out." Another student related, "When I first came and other students started asking questions and participating in discussions, I was nervous and then depressed because I didn't understand what they were saying." One student felt that "APNTS professors are always changing; most do not have pronunciation that is easy for students to understand." In addition to the need for personal understanding, it seems the students also expected a learner-centered perspective on the part of the institution as a whole, that APNTS will strive to assist students who struggle with their understanding of language.

Another area that is difficult for students from countries outside the Philippines or native speakers is asking questions. One student shared, "We never ask questions during class, maybe during a break or after class." Sometimes this is because of previous

education experiences, but sometimes it is because of language difficulties, as one student shared:

If the professor does not give time to think, it is very difficult to ask a question; if suddenly asked, I feel poor English, and it takes time to ask my questions correctly. Sometimes we are using all our strength to understand the lecture; if the professor waits and encourages students, then we are encouraged by the professor's attitude.

This student brought out a learner-centered perspective by hoping that professors will try to understand the situation of individual students. Students also expressed an intense desire to understand what is expected of them in a class. One student related, "APNTS has very good, detailed syllabi, but we still want to recheck, recheck, recheck with the professor." Another student shared, "I think I need to understand everything in the syllabus, so I would take two or three days just reading it and trying to understand it." Manaois' evaluation of APNTS in 1994 recommended improving assistance to students with language problems (Manaois 1994, 223). It seems this is still an area of concern for APNTS students.

### Summary

As the findings have shown, APNTS students expect and experience a mixture of the three foci: knowledge-centered, learner-centered, and society-centered perspectives. Some students come with specific expectations based on previous education and are encouraged to find new ways of approaching education, in addition to the familiar ways. Other students struggle when their experiences do not match their expectations in terms of the three foci. The next chapter will discuss these findings according to the research questions and give recommendations for future faculty and students of APNTS.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Reflection on the Research Questions

This study sought to describe the educational expectations and current experiences of APNTS students in terms of knowledge-centered, learner-centered, and society-centered perspectives. Open-ended questionnaires, interviews, and focus groups were used to explore the viewpoints of APNTS students about their expectations and experiences. The researcher then analyzed these expectations and experiences in terms of knowledge-centered, learner-centered, and society-centered perspectives. The following research questions were investigated:

1. How are the three foci evident in the students' educational expectations (that have arisen from previous understanding and experience)?

All three foci were evident in the discussion of students' educational expectations. Knowledge-centered expectations were evident in APNTS students' purposes for furthering their education in order to be a pastor and teach at Bible Colleges. The knowledge-centered approach was also seen in the expectations for high, academic standards at APNTS, evaluation techniques, and the use of lectures as a common instructional method. Students discussed learner-centered expectations regarding spiritual growth as part of their education, student capacity and understanding, communication outside the classroom, communication about assignments, and relationships with professors. Students expected a society-centered approach when

discussing missions training, using discussion in the classroom for contextual application, and maintaining a balance between academics and practical training. All three foci, knowledge-centered, learner-centered, and society-centered perspectives, were brought out when students related their expectations of communication inside the classroom and the use of English for their education.

2. How are the three foci evident in the students' perceived classroom experiences?

The knowledge-centered perspective seemed to be the predominant focus of students' current experiences, but some experiences also incorporated society-centered and learner-centered approaches. Students' discussions of their current experiences with academic standards, instructional methods, and communication inside and outside the classroom were strongly associated with the knowledge-centered perspective. The society-centered perspective is most experienced in class discussions and assignments that relate to ministry outside of the classroom. The use of English brought out a society-centered perspective in that students are able to use English in practical ways through their education, a learner-centered perspective in the development of students' understanding, as well as a knowledge-centered perspective because English skills are increased through assignments and classroom activities.

3. What are the similarities and differences of the three foci as evidenced between the students' expectations and their current seminary classroom experience?

Most of the similarities between expectations and experiences were found when discussing topics associated with the knowledge-centered perspective; students expected and experienced high academic standards, use of the lecture method, traditional



evaluation, and the acquisition of specific knowledge, all related to the knowledge-centered approach. The differences found between expectations and experiences mainly dealt with the learner-centered and society-centered perspectives. Students' expectations concerning the learner-centered approach included spiritual growth through education, an understanding of the student's capabilities, communication outside the classroom, communication about assignments, and relationships with professors, but the discussion of their experiences in these areas usually pointed to a knowledge-centered perspective. Students expressed a society-centered perspective in their expectation of discussion and interaction in the classroom; some students described their current experience similar to their expectations with a society-centered perspective, but many described their classroom experience from a knowledge-centered approach, by focusing more on lecture and professor organization and communication. Students also expected a balance between knowledge-centered and society-centered perspectives when approaching the balance between academics and practical training, but many students experienced only a knowledge-centered approach in this area. When discussing the students' use of English in their education, their expectations and experiences incorporated the perspectives of all three foci, however, some students expressed limitations in their ability to personally understand the details of class discussions and activities and fully participate, reinforcing a need for a stronger emphasis on the learner-centered perspective.

### Conclusions

The knowledge-centered, learner-centered, and society-centered perspectives were evident in students' reasons for attending APNTS. This emphasizes that students come to APNTS to gain knowledge, but they want to also learn how to use that

knowledge in ministry and apply it to their personal and spiritual development. This balance among the three foci dominated much of the discussion concerning the combination of students' educational expectations and their current experiences.

Students want their classes to challenge them intellectually and at the same time provide an outlet to practice what they are learning in "real world" ways, combining knowledge-centered and society-centered approaches. Students want to learn more about the Bible and deepen their understanding about the Bible, but they also want this knowledge to make a difference in their personal, spiritual development and to give them a continued passion for the ministry, combining knowledge-centered and learner-centered approaches.

Although students expected a strong knowledge-centered focus concerning academic standards, they still experienced shock at the academic expectations at APNTS and continue to struggle to meet those expectations. Students appreciate the value of knowledge gained through lectures, but they desire a variety of methods incorporating knowledge-centered, learner-centered, and society-centered approaches. Students discussed the benefit of integrating learner-centered and society-centered approaches with their current assignments and classroom activities; groupwork, discussion, practical training, and an emphasis on spiritual growth were emphasized as effective ways of learning and preparation for ministry.

Students expressed a strong absence of the learner-centered perspective in terms of spiritual growth through their education, evaluation techniques, student capacity and understanding, communication outside the classroom, communication about assignments, and the relationships between students and professors. These topics point to an

academic standards, assignments, and the expected classroom environment. If students are clearly told what to expect in the classroom from the beginning, their experience can be more beneficial. It is important that the students receive encouragement and guidance in assignments in order to persevere through the difficulties of language and high academic standards.

Balance and integration of knowledge-centered, learner-centered, and society-centered approaches should be emphasized more strongly in APNTS curricula and instructional methods. While students appreciate the value of a knowledge-centered lecture, they also find society-centered methods such as group discussion and problem-solving activities beneficial for their future ministry. A balance between knowledge-centered academics and society-centered practical training is extremely important for APNTS students. Students want to feel that their education has meaning for their future ministry, in addition to gaining knowledge. Students also want their education to influence their lives in a personal way through spiritual growth and development, following a learner-centered perspective.

Learner-centered approaches were very weak when students discussed the combination of their expectations and experiences at APNTS. While students related a few experiences of spiritual growth through education, communication outside the classroom and concerning assignments, and developing a relationship with professors, most students felt that they were not understood in relation to their capacity in understanding material and assignments. Students want to develop relationships with professors and other students that will assist them as they grow and develop spiritually and academically. Students want to feel that the professors are making attempts to

understand each student as a unique individual and help them find ways to succeed in their education.

It would be beneficial to continue to conduct studies with this theoretical framework concerning APNTS. Studying the professors' perceptions of the APNTS educational experience in terms of the three foci would give insight in comparing with how the students perceive their education. It would be beneficial to interview APNTS graduates, having moved away from the environment and into ministry, as to how they would perceive their APNTS education in terms of the three foci. It is the hope of the researcher that this information will be used to continue to enhance the quality of education and the educational experience for APNTS students and professors.

Appendix I includes a workshop outline to inform APNTS faculty about students' expectations and experiences based on Ellis' three foci. The value of approaching these reflections from the knowledge-centered, learner-centered, and society-centered perspectives is that none of the perspectives are necessarily "good or bad," they simply present different ways of viewing educational priorities. This study is meant to give insight to APNTS faculty in how the students feel about their education based on their previous expectations in hope that an increased awareness may continue to enhance the quality of education at APNTS.

## APPENDIX A

### STUDENT QUESTIONNAIRE

Hello! This questionnaire is part of the research for my thesis about APNTS students' educational expectations and current classroom experiences. Please assist me in answering these questions and returning this to my mailbox by \_\_\_\_\_ (1 week later). Please do not write your name anywhere on the survey so it may remain anonymous. Thank you for your assistance, and please let me know if you have any questions. –Julie Woolery

Program:	M.Div.	M.A.R.E.	M.A.C.C.	M.S.T.
Year Level:	1	2	3	3+

1. In your APNTS experience, what is your most memorable assignment or class?

Why do you remember it?

2. What APNTS assignment or class has had the greatest impact on your life?

Why?

3. Describe a typical classroom experience at APNTS. If you have experienced a variety of classroom interactions, please describe the differences.

**APPENDIX B**  
**LETTER OF REQUEST**

■ APNTS  
■ Ortigas Avenue Ext.,  
Kaytikling  
■ Taytay, Rizal, 1920  
Philippines  
■ woolerybj@yahoo.co  
m

**October 29, 2008**

**Dr. Floyd Cunningham, President**  
APNTS  
Ortigas Avenue Ext., Kaytikling  
Taytay, Rizal 1920  
Philippines  
fcunningham@apnts.org

Sir,

I am writing to request permission to conduct my research for my thesis study with the students of APNTS. The title of my thesis is "Graduate Theological Students' Educational Expectations and the Experienced Curriculum Foci: Learner-Centered, Society-Centered, Knowledge-Centered". This study is in pursuit of the Master of Arts in Religious Education degree.

My research will involve a questionnaire for all students and interviews with select students. I will also need to obtain information about the student population from the office of the Registrar. All information involved in the research will be treated confidentially.

I request your support in my studies and look forward to your reply. Thank you for your support and consideration.

Sincerely,

Julie Woolery

## APPENDIX C

### REQUEST RESPONSE

**JULIE WOOLERY**

APNTS  
Ortigas Avenue Ext.,  
Kaytikling  
Taytay, Rizal, 1920  
Philippines  
woolerybj@yahoo.com

October 29, 2008

**Dr. Floyd Cunningham, President**  
APNTS  
Ortigas Avenue Ext., Kaytikling  
Taytay, Rizal 1920  
Philippines  
fcunningham@apnts.org

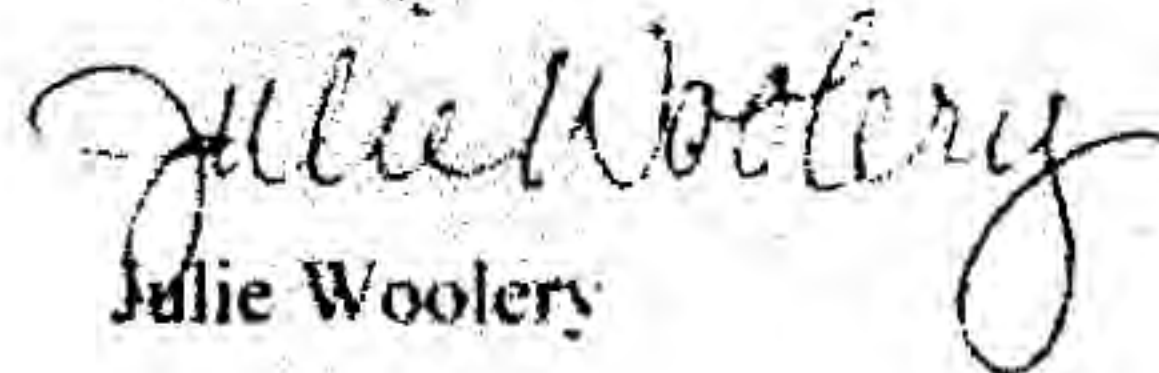
Sir,


I am writing to request permission to conduct research for my thesis study with the students of APNTS. The title of my thesis is "Graduate Theological Students' Educational Expectations and the Experienced Curriculum Foci: Learner-Centered, Society-Centered, Knowledge-Centered". This study is in pursuit of the Master of Arts in Religious Education degree.

My research will involve a questionnaire for all students and interviews with select students. I will also need to obtain information about the student population from the office of the Registrar. All information involved in the research will be treated confidentially.

I request your support in my studies and look forward to your reply. Thank you for your support and consideration.

Sincerely,

  
Julie Woolery

  
*Julie - This will be fine. FTC* 11/3/08

## **APPENDIX E**

### **MEMBER CHECK EMAIL REQUEST**

Dear Friends,

Hello! Thank you so much for assisting me with my thesis by participating in an interview or focus group. I really enjoyed our time together, and your thoughts have been extremely helpful as I write my thesis. I am coming to the end of my thesis writing, and I hope to have it completed by the end of Reading and Research week - please pray for me! :)

As I am finishing my writing, I am asking for your help once again. It is important that I share your thoughts as accurately as possible. I have attached to this email the chapter from my thesis where I discuss the things we talked about in the interviews and focus groups. If you have time, could you please read this chapter and let me know what you think? If you would prefer it to be printed, just let me know and I can give you a printed copy. I know we are all busy now with requirements, but if you could look at this and tell me your thoughts, it would help my research even more.

Thanks again for your assistance!

-Julie Woolery



## APPENDIX F

### OPEN-ENDED QUESTIONNAIRE: MOST MEMORABLE CLASS

Most Memorable: Course Category	Why Memorable	Coding
Christian Communication	ability to persuade people was tested (personal accomplishment)	Learner
Christian Communication	interesting to discover and learn	Knowledge
Christian Communication	fun, professor personality; practical; efficiency in ministry; gave confidence in studies	Society/ Learner
Christian Education	assignment connects to real life	Society
Christian Education	think by myself; opportunity to think a lot	Learner
Christian Education	not only lecture but visiting ministries; practical experience	Society
Church and Society	learned from various cultures; application to life	Society
Church and Society	application to ministry; class activities and discussions	Society
History of Christian Church	Informative	Knowledge
History of Christian Church	insight	Society
History of Christian Church	gives me complete idea	Knowledge
History of Christian Church	used media methods; practicing knowledge and theory	Society
History of Christian Church	difficult	Knowledge
History of Christian Church/ World Mission	my specialized major lessons	Knowledge
Leadership	helpful to me; interesting class	Learner
Leadership	creative professor and let students think strategically	Society/ Learner
Leadership	so informative	Knowledge
Misc.	must report in limited time but have many things to discuss	Knowledge
Misc.	strive, prepared for it	Knowledge

<b>Most Memorable: Course Category</b>	<b>Why Memorable</b>	<b>Coding</b>
Pastoral Ministry	close to current ministry, useful	Society
Pastoral Ministry	learn a lot and help in pastoral counseling	Knowledge/ Society
Pastoral Ministry	theory and practical	Knowledge/ Society
Preaching Ministry	learned a lot	Knowledge
Research	first assignment; interview classmates - looked like marketplace with people roaming around (interaction)	Society
Research	stress	n/a
Supervised Ministry	out of the classroom practicing	Society
Supervised Ministry	practical field and observe actual missions	Society
Supervised Ministry	doing ministry; write daily ministry and experiences	Society
Theology	deeper understanding and perspective	Knowledge
Theology	taught me how to glorify God in my studies	Learner
World Mission	mountainous requirement	Knowledge
World Mission	realistic and practical; credibility of professor	Society

## APPENDIX G

### OPEN-ENDED QUESTIONNAIRE: GREATEST IMPACT

<b>Greatest Impact: Course Category</b>	<b>Why Impact</b>	<b>Coding</b>
Biblical Studies	new insight	Society
Biblical Studies	clear guidance; learning skill; professor's life example; deepened Biblical understanding	Knowledge/ Learner
Christian Communication	discovered about myself	Learner
Christian Communication	apply design principles	Society
Christian Education	relating the subject to wesleyan-holiness attitude of teaching	Society
Church and Society	aware of issues	Society
History of the Christian Church	changed outlook on christianity and answered many questions	Knowledge/ Society
History of the Christian Church	impacted life	Learner
History of the Christian Church	helped me to learn more	Knowledge
History of the Christian Church/ Theology	knowledge, insight; people of the past	Knowledge
Leadership	learned a lot, useful for current role	Society
Leadership	clear picture of my leadership abilities	Learner
Leadership (2 classes)	practical and applicable	Society
Old Testament	get more knowledge	Knowledge
Pastoral Ministry	able to apply immediately	Society
Pastoral Ministry	It is real	Society
Pastoral Ministry/ Preaching Ministry	character is important	Learner

<b>Greatest Impact: Course Category</b>	<b>Why Impact</b>	<b>Coding</b>
Research	learn how to observe people; insight	Knowledge/ Society
Supervised Ministry	applicable to ministry	Society
Theology	presented in way I can understand	Learner
Theology	know God intellectually and personally	Knowledge/ Learner
World Mission	preached, teamwork, different than usual routine, full of action, meaning, and practical application	Society
World Mission	proven to myself	Learner
World Mission	apply my theology; passion was ignited	Society
World Mission	explore things I needed in intercultural studies; no pressure in reading requirements	Society
World Mission	gave different perspective	Society
World Mission	learning by experiencing	Society
World Mission/ Theology	intellectually stimulating; relevant assignment	Knowledge/ Society
Misc. - Group Discussion/ Term Paper	applicable for ministry	Society
Misc. - Reading Reports	taught me to value reading	Learner

## APPENDIX H

### OPEN-ENDED QUESTIONNAIRE: CLASSROOM EXPERIENCE

Classroom Experience	Coding
students asking difficult questions; professors talking and students merely listening - boring	Knowledge
always reporting - a teacher-like assumption	Knowledge
professor talks, asks questions to provoke discussion	Knowledge
teacher discusses and students can raise questions	Knowledge
lecture and students listen; constrain between completing lecture and students interacting; professors limit interaction time to complete the lesson	Knowledge
professor give own point and students ask questions	Knowledge
professor presents subject, then discuss and ask for ideas from students	Knowledge
students are quiet, some interaction; more academic than spiritual; different ideas from multi-cultural setting	Knowledge
academic driven; sometimes a mismatch between subject and professor teaching it	Knowledge
not exciting; don't understand lecture; focused on term-paper and presentation; no balance between scholarship and practical	Knowledge
Japanese, Korean, Filipino keep silent; presentation is reading paper, PowerPoint; students do not ask professor but other students; can make friends in small groups	Knowledge/ Society
lecture, teacher's preparation; variety includes students	Knowledge/ Society
struggle with multi-culture	n/a
interaction, reflection papers	Society

<b>Classroom Experience</b>	<b>Coding</b>
some allow class discussion	Society
group discussion - learn different perspectives	Society
better if allow students to think and participate in discussion	Society
multi-cultural setting is exciting and enriching; teaching is slow to accommodate non-english speaking students	Society
interactions are more lively when practical issues are discussed	Society
interaction, sometimes boring lecture	Society/ Knowledge
sitting, listening, passive; more interesting with interaction and variety of methods. "Very few lectures are memorable."	Society/ Knowledge
quiet and spiritual; professors do their routine to deliver the lecture with visual aids; class then warms up and shifts to discussion, share opinion	Society/ Knowledge
teacher lectures and students share insights; sometimes different with role playing and games	Society/ Knowledge
professor lecturing and student asking questions; sometimes group discussion, role play, film critique, outdoor experiences, case study discussion	Society/ Knowledge
some are boring but bearable; ok with discussions	Society/ Knowledge
professor talks most of time - very sleepy; variety - discussion, learn from experience of other students	Society/ Knowledge
sharing opinion and listening to professor's lecture	Society/ Knowledge
lecture - boring; oral report - I learn more because I discover on my own; reading report; journal - learn from experience	Society/ Knowledge/ Learner

## APPENDIX I

### FACULTY WORKSHOP OUTLINE

#### **Introduction:**

##### **-Information about study**

This study sought to describe the educational expectations and current experiences of APNTS students in terms of knowledge-centered, learner-centered, and society-centered perspectives. Open-ended questionnaires, interviews, and focus groups were used to explore the viewpoints of APNTS students about their expectations and experiences. The researcher then analyzed these expectations and experiences in terms of knowledge-centered, learner-centered, and society-centered perspectives.

##### **-Importance of exploring expectations and experiences (taken from Chapter 2)**

-A classroom experience is not simply made of a teacher, students, lesson plan, book, activities, etc. The teachers and students are unique individuals who bring in past experiences and current expectations that will influence their conceptions of education and behavior in the classroom (Dunkin 2002, 25). Cortazzi and Jin refer to this aspect of the classroom experience as a “culture of learning”:

taken-for-granted frameworks of expectations, attitudes, values, and beliefs about how to teach or learn successfully and about how to use talk in interaction, among other aspects of learning ... A culture of learning frames what teachers and students expect to happen in classrooms and how participants interpret the format of classroom instruction, the languages of teaching and learning, and how interaction should be accomplished as part of the social construction of an educational discourse system (Jin and Cortazzi 2006, 9).

-It is important to encourage students and faculty to view each classroom as its own culture with unique “language practices, norms, and conventions (Zamel and Spack 2006, 134-138).” They add, “When the classroom culture is conducive to learning, students can make progress (Zamel and Spack 2006, 138).”

-This guide provides explanations of the knowledge-centered, learner-centered, and society-centered perspectives by Arthur Ellis (Ellis 2004, 42, 72, 107), followed by highlights of the expectations and experiences of APNTS students as they relate to the three foci.

**-Knowledge-centered, Learner-centered, and Society-centered Perspectives**

Emphasis		
Knowledge-Centered	Learner-Centered	Society-Centered
<ul style="list-style-type: none"> <li>• Subject matter from academic disciplines</li> <li>• Organized scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the individual</li> <li>• Personal growth and development</li> <li>• Learner interest</li> <li>• Emphasis on affect</li> </ul>	<ul style="list-style-type: none"> <li>• Search for social relevance</li> <li>• Education for citizenship</li> </ul>

-Knowledge-centered – Students come to APNTS to learn how to be a pastor and teach at a Bible College.

-Learner-centered – Students expect spiritual growth and development through their education.

-Society-centered – The multi-cultural environment and missionary training are significant to students.

Teaching		
Knowledge-Centered	Learner-Centered	Society-Centered
<ul style="list-style-type: none"> <li>• Teacher as scholar/learner</li> <li>• Teacher-directed curriculum</li> <li>• Variety of teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving units</li> <li>• Subject matter disciplines as tools</li> <li>• Community resource people</li> <li>• Team planning/ Team teaching/ Team learning</li> </ul>

-Knowledge-centered – Lecture is a good way for students to gain knowledge, but it is important that the students feel they understand the lecture and reading assignments.

-Learner-centered – It is sometimes difficult for students to voice their opinion or ask questions, so a variety of opportunities should be given in order to ensure student understanding.

-Society-centered – Interactive discussion and other group methods are important as students apply knowledge to “real world” ministry situations.



Learning		
Knowledge-Centered	Learner-Centered	Society-Centered
<ul style="list-style-type: none"> <li>• Mastery of subject matter</li> <li>• Student as novice learner</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental education</li> </ul>	<ul style="list-style-type: none"> <li>• Group Projects</li> <li>• Cooperative efforts</li> <li>• Leadership opportunities</li> </ul>

-Knowledge-centered – Students struggle with high academic standards, but they learn to cope with continued assistance and encouragement from professors.

-Learner-centered – Students want to personally understand what they are learning; they want the knowledge to have meaning in addition to simply getting a grade.

-Society-centered – Even though students come from different experiences, through dialogue and interaction, they can learn to work together in finding solutions and commonalities through Christ.

Environment		
Knowledge-Centered	Learner-Centered	Society-Centered
<ul style="list-style-type: none"> <li>• Clear academic focus</li> <li>• Traditional discipline</li> <li>• School as workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Nurturing Creativity</li> <li>• Stimulating</li> <li>• Playful atmosphere</li> <li>• Freedom of movement</li> <li>• Atmosphere of Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom/ school as democracy</li> <li>• Cross-age/ Cross-grade</li> <li>• Real world as learning laboratory</li> </ul>

-Knowledge-centered – It is important that the professors clearly communicate their goals and expectations for the class.

-Learner-centered – Students want to feel that the professors understand their unique situation and are working together with the students to grow in their passion, knowledge, and abilities.

-Society-centered – A balance between learning theory and practical training is extremely important.

Assessment		
Knowledge-Centered	Learner-Centered	Society-Centered
<ul style="list-style-type: none"> <li>• Formal examinations</li> <li>• Standards-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Learner-initiated</li> <li>• Growth oriented</li> <li>• Formative emphasis</li> <li>• Anecdotal, experiential</li> <li>• Non competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Real world outcomes</li> <li>• Citizenship and leadership development</li> <li>• Applied knowledge and skills</li> <li>• Group reflection</li> <li>• Social growth</li> </ul>

-Knowledge-centered – Students expect exams and research papers but feel they learn more when the professors give clear guidance concerning expectations.

-Society-centered – Demonstrations, practical application, and interaction are valuable to the students’ application of the knowledge learned.

-Learner-centered – Each student is unique and learns differently; evaluation should match their unique ways of learning.

### **-Conclusion**

-Communication – Consistency in communication is important to students as they strive to succeed in their education.

-Understanding – Professors should understand each student as a unique individual and approach him or her accordingly.

-Balance – Students are looking for a balance between theory and practice in every educational experience.

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