

THE JOB OF A STUDY EXERCISE CONSTRUCTOR

nicely graded
a good mixture from hard to
easy within range of student
ability



highly motivating
with interesting
good possibility of
success



promotes good study skills
and study habits
requires a range of
study activities and
levels of thinking



uses enough variety
to break monotony
but avoids confusing
array of tasks



reasonably tailored to
time available for
study



programed for
meaningful and
logical sequence
of study



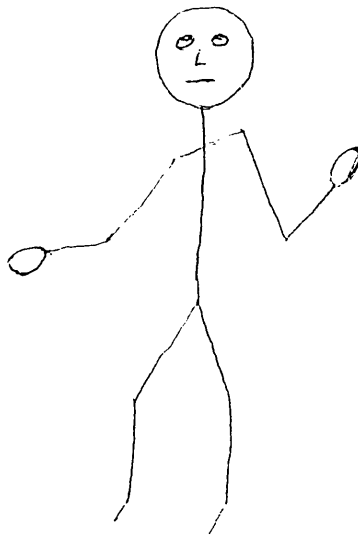
provides a stimulating
sequence of pegs on
which to hang a good
class discussion



clear for self-
directed study so
no teacher would be
necessary at time
exercises are done



response oriented
involve the students
mind and intellect
in relation to the
lesson



GENERAL RULES FOR CONSTRUCTION OF STUDY EXERCISES

1. Write questions about meaningful ideas. Avoid trivia. every item should contribute to memorizing or understanding of the subject material or to developing higher levels of thought. Otherwise pointless questions can be used if they are followed by a question that brings out the significance of the fact.
2. Write all questions in correct, standard English. Avoid awkward or substandard expressions.
3. Word questions so that they call for one specific answer (or a limited set of answers). Avoid vague questions that require interpretation to be sure what answer is wanted. A good question should "focus" the mind of the student on a segment of material and what he is to do with it. All he needs to do is apply his intelligence to the ideas in "focus." A good text should be "teacher proof." The student can still learn no matter how incompetent the teacher is.
4. Write questions that expert in the field could answer correctly without having studied the text material. Do not write questions for which there is no really satisfactory answer. Avoid questions that are purely a matter of opinion unless it is intended to promote higher levels of thinking. In such cases have the student defend his answer. Do not raise questions known to be controversial.
5. Write "fair" questions that do not depend on an observation of an easy-to-miss obscure twist of wording. Teachers may like to ask "catch" questions, but they can be frustrating to the student. Students should be able to develop the confidence that every question does have a reasonable answer that can be arrived at with sufficient mental application. This does not mean that no question should be hard. But even hard questions should be fair.

STUDY EXERCISE CONSTRUCTION (continued)

6. Sequence the questions so that the student can follow a development of the lesson. There should be adequate questions to lead the student to observe the facts before he is asked to make a conclusion. Precede an upper level question with several upper level questions per unit. One author recommends that a minimum of one-third of the time be given to questions above the memory level.

7. Avoid wording or questions that
 - (a) give a clue to the answer
 - (b) answer one question in another question
 - (c) require proper understanding of one question to understand the question

8. Write questions in a variety of types.

Essay

Recall

Simple recall

Completion (fill in the blanks)

Recognition

Two choice (true-false, etc.)

Three choice (always-sometimes-never)

Multiple choice

Matching

Analogy

Arrangement

Graphic (draw, etc.)

Identify the highest level of thinking required to do the following exercises.

- _____ 1. The word joy is most closely related to (a) law (b) love
_____ (c) lust (d) lament.
- _____ 2. Find Isaiah 4:6 in your Bible.
- _____ 3. Does the ring incident in the parable of the prodigal son
_____ give evidence for the use of jewelry? Discuss the principles
_____ of logic involved.
- _____ 4. Give examples from scripture to show that God rewards deeds of
_____ kindness.
- _____ 5. Would it be advisable for the Church to begin a radio ministry
_____ to the lost of the community?
- _____ 6. Who is an apostle?
- _____ 7. When Satan said to Eve, "You shall not surely die," What
_____ problem in reasoning was he hoping she would ignore?
- _____ 8. From the Biblical description, make a model of the tabernacle
_____ and its furnishings.
- _____ 9. Teach the story of Jonah to a group of third graders.
- _____ 10. All of the following were causes of Israel's captivity except
_____ which one.
_____ (a) They had wicked kings.
_____ (b) They refused to heed the prophets.
_____ (c) They worshipped idols.
_____ (d) They were weakened by famine.
- _____ 11. Prepare a list of suggestions for ways to promote greater
_____ reverence among our young people.
- _____ 12. David is to shepherd as Peter is to _____.
- _____ 13. What were Jesus' final words to the woman taken in adultery?
- _____ 14. Which name does not fit with the others? (s) Peter (b) Mark
_____ (c) Andrew (d) Thomas
- _____ 15. Which had the greater influence in the establishing of
_____ Christianity--Peter or John?
- _____ 16. Demonstrate the posture of both the pharisee and the publican
_____ as they were praying in the temple.
- _____ 17. The judges were raised up to
_____ (a) reward the Children of Israel for their faithfulness.
_____ (b) provide someone to preside over the law courts.
_____ (c) deliver Israel from their enemies.
_____ (d) replace the leader of Israel who was getting old.
- _____ 18. Use circle diagrams to test the validity of the syllogisms
_____ that Paul uses in the Book of Romans to prove that "All have
_____ sinned."
- _____ 19. In what way was the betrayal of Judas similar to the denial
_____ of Peter? How were they different?
- _____ 20. What were possible reasons why Rehoboam made such a foolish
_____ decision?
- _____ 21. In your own words give the message that Christ gave to John
_____ for the Church of Philadelphia.
- _____ 22. Mr. Jones, a Christian, has evidence that his Christian neighbor,
_____ Mr. Martin has deliberately plowed three feet over the boundary
_____ line and has carelessly ruined some young trees planted for
_____ line markers. Give Mr. Jones counsel how he should proceed.
- _____ 23. Give as many good titles as you can to the third chapter of James.
- _____ 24. Write an article for a church periodical which will promote
_____ the doctrine of nonresistance.
- _____ 25. What are the two greatest commandments?
- _____ 26. Witness to a nonchristian between now and next week.
- _____ 27. Illustrate the Prodigal Son parable with a series of drawings.
- _____ 28. Do you agree with Luther that James is a "strawy" epistle?

Answers

1. interpretation: relationship
2. memory: skill
3. analysis: fallacy of analogy
4. interpretation: illustration
5. evaluation
6. memory: definition (provided the definition was given previously)
7. analysis: semantics
8. translation: words to model
9. application: laboratory experience
10. interpretation: cause and effect
11. synthesis
12. interpretation: analogy
13. memory: fact
14. interpretation: unrelated item
15. evaluation
16. translation: words to action
17. memory: generalization
18. analysis: deduction
19. interpretation: comparison
20. synthesis
21. translation: words to words
22. application: hypothetical situation
23. synthesis
24. application: research and report
25. memory: value
26. application: laboratory experience
27. translation: words to pictures
28. evaluation