

The background of the image shows three hikers in silhouette as they ascend a steep, rocky mountain trail. They are using ropes and gear. The landscape beyond them consists of rolling, hazy mountain ranges under a warm, golden sunset sky with a bright sun visible on the right side.

Making Disciples

ABHE ANNUAL MEETING

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ROSEN PLAZA HOTEL | ORLANDO, FL

THE ASSESSMENT OF THE SKILLS OF EXEGESIS

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The Assessment of the Skills of Exegesis

DESCRIPTION: The practice of proper biblical exegesis is a critical skill for students particularly in a world that challenges the authority of the Word of God.

- **Understand the importance of establishing a proper exegetical foundation for serious study of the Bible**
- **Learn how students can be equipped to do exegesis themselves through the assessment process**
- **Discover strategies to engage faculty in working together to reinforce proper biblical exegesis**



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ABHE Emphasis on the Bible

COA Glossary of Terms

Bible Engagement

A process that connects individuals with the Bible and, thus, fosters the significant and positive influence of God's Word in all areas of life.

Bible-Theology Core

A cohesive program of study that incorporates significant, direct engagement with the biblical text.



ABHE Policy on Bible-theology Core

Biblical Studies Course

A biblical studies course incorporates major engagement with the biblical text. For such a course, the syllabus clearly indicates that the major thrust of the course is direct study of the Bible. The Bible is identified as the main text; reading assignments are primarily focused on the Bible; assigned papers require significant engagement with the biblical text, interpretation, and/or application; tests are designed to determine a student's facility for interpreting and applying biblical principles; and the final grade awarded reflects the degree to which a student demonstrates mastery in interpreting and applying Scripture.



ABHE Principles of Accreditation

Mission statement of an ABHE COA-accredited institution

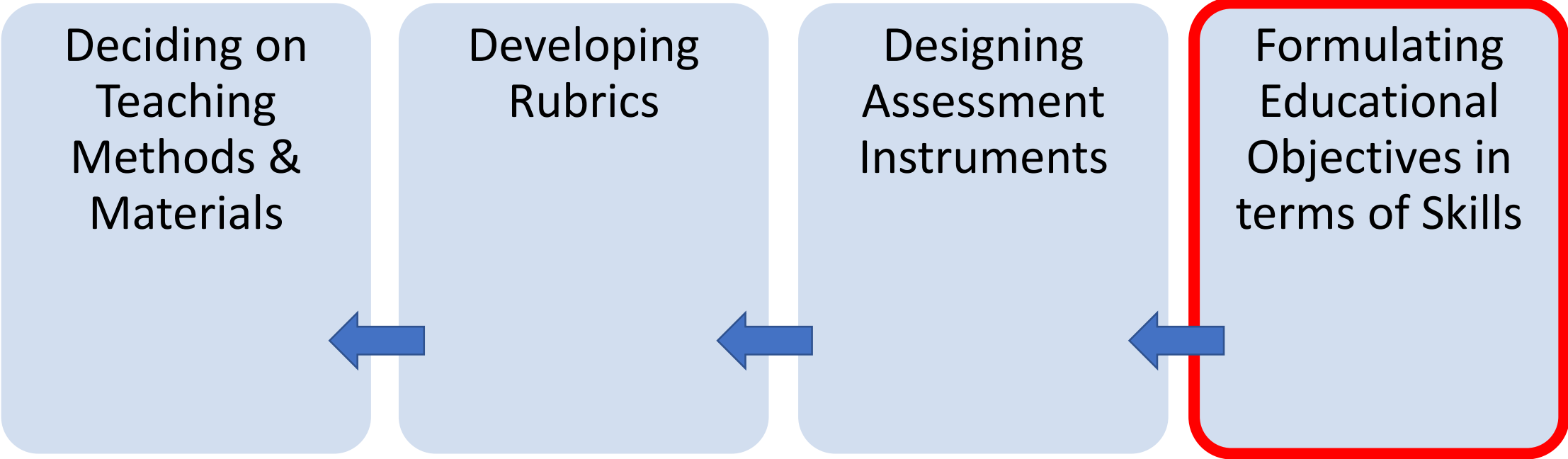
Higher education in which the Bible is central, and the development of Christian life and ministry is essential. A biblical higher education requires of all students a substantial core of biblical studies, general studies, and ministry formation experiences and integrates a biblical worldview with life and learning. An institution of biblical higher education offers curricula that fulfill its overriding purpose to equip all students for ministry in and for the Church and the world.



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Formulating Skills of Exegesis

Formulate the skills of students to do exegesis themselves, demonstrating that they have the skills to:

- Engage the Bible as primary source
- Use secondary sources only to test their own findings
- Evaluate the findings of secondary sources
- Prove that it is their own work (not the content of AI)



Formulating Competencies

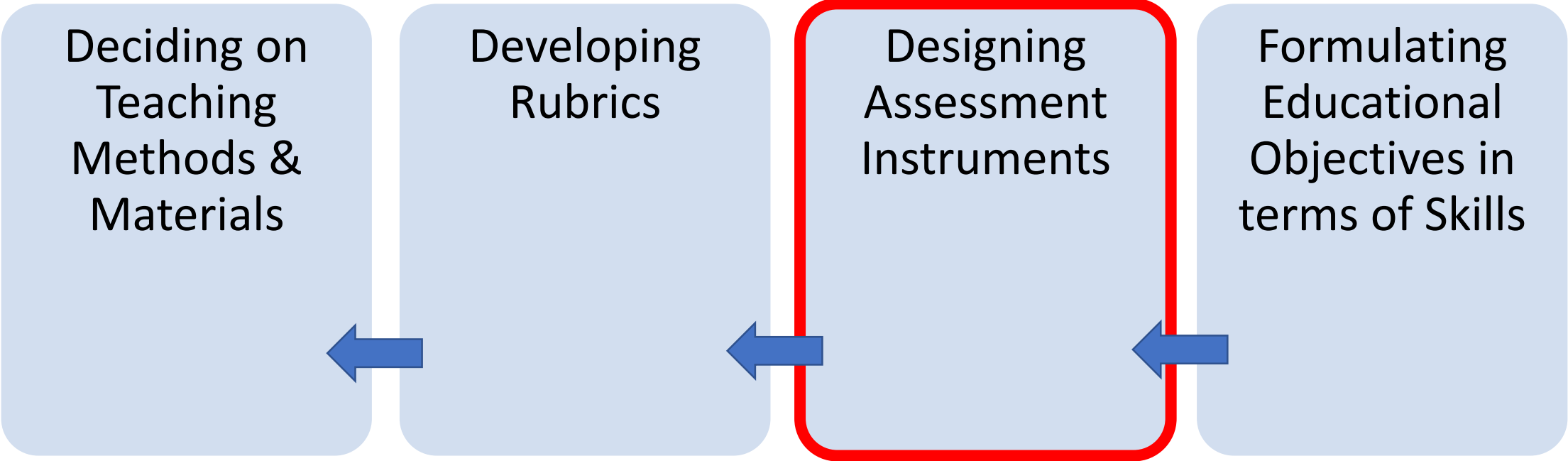
Example: NT501 New Testament Epistles

This study unit is about doing exegesis of the exposition/exhortation literature type and doing exegesis and hermeneutics of the New Testament epistles. Students learn to apply a model of Bible interpretation and application. They also explore three main kinds of translations.

Elements of Competency	Performance Criteria
1. Explain a model of Bible interpretation	1. Explain how the Bible came into being in the light of a theory of communication 2. Explain how the three processes of Bible interpretation serve to bring the biblical message to a target group today and how the processes relate to one another 3. Explain the main reasons for differing opinions on the application of the biblical message

Elements of Competency	Performance Criteria
2. Do exegesis of Biblical passages	1. Research the communication situation 2. Establish the literary context 3. Analyze the passage using semantic discourse analysis 4. Relate message to broader biblical and theological framework 5. Evaluate one's findings in the light of the findings of others
3. Apply semantic principles to explain the meaning of words	1. Select the right meaning for the context 2. Rephrase genitive constructions to show the relationship between their different parts 3. Rephrase event words into verbs to simplify their meaning

Elements of Competency	Performance Criteria
4. Evaluate different Bible translations	1. Explain the three main types of translations with their advantages and disadvantages 2. Evaluate different versions according to the type of translation used 3. Use a translation according to its type as a help to explain the meaning of words
5. Do hermeneutics	1. Make a distinction between biblical absolutes and relatives 2. Identify the cultural characteristics and needs of a target group 3. Apply the absolutes of the biblical passage to the target group



Assignments serve as means for students to provide evidence of competency

Assignments help students to develop skills

A system of criterion-referenced assessment is used:

- Students need to demonstrate competency in all the elements & performance criteria
- Assessment instruments need to be mapped to all the elements & performance criteria

Criterion-referenced assessment (CRA) evaluates a student's performance against a set of predetermined criteria or learning standards, rather than comparing the student to others. Here are the key essentials:

1. Clear Learning Objectives

The criteria are based on specific learning outcomes or objectives that students are expected to achieve.

2. Defined Performance Standards

Rubrics or performance descriptors are established for each criterion, specifying what constitutes acceptable, proficient, or exceptional performance.

3. Absolute, Not Relative, Judgments

Students' performances are evaluated solely on how well they meet the criteria, not in comparison to other students. This makes CRA focused on mastery rather than ranking.

General examples of evidence provided:

- Written assignments
- Submission of worksheets
- Oral questioning
- Class inter-action
- Self-evaluation, e.g. comparing own exegesis with those of scholars
- Submission of notes used in preparation of ministry tasks
- Class presentation
- Executing a ministry task in the church
- Self-evaluation



Designing Assessment Instruments

Example: NT501 New Testament Epistles (Elements of Comp 2-5)

Assignment 4: Exegesis and hermeneutics of Eph 3:14-21 with additional tasks

1. Do exegesis of this passage using semantic discourse analysis. The meaning indicators and structure of the message of this passage should be clearly displayed (follow the format given as an example for Col 3:1-4 in Module 1 Facilitator Workbook - provided above).
2. Explain how the message fits into the broader biblical and theological framework.
3. Do hermeneutics of the message, indicating what the absolutes and relatives are.

In addition to your exegesis, do the following for this passage:

Word meanings

1. A few words are listed below. Give the correct meaning for each word in its specific context. You will need to explain the meaning in your own words in such a way that it is easy for the average person to understand. Words: glorious riches, hearts, rooted, holy people, glory.
2. Change the following nouns that express events into verbs (or phrases that contain verbs) to simplify their meaning: faith, love (v17), knowledge.
3. Explain the meaning of the following genitive constructions in this passage by simplifying them: love of Christ, all the fullness of God, his power.
4. Use different **types** of Bible translations and show examples from this passage of how they can help to better explain the meaning of difficult words. Explain what type of Bible translation each one is and what value it has in helping to understand the meaning.



Designing Assessment Instruments

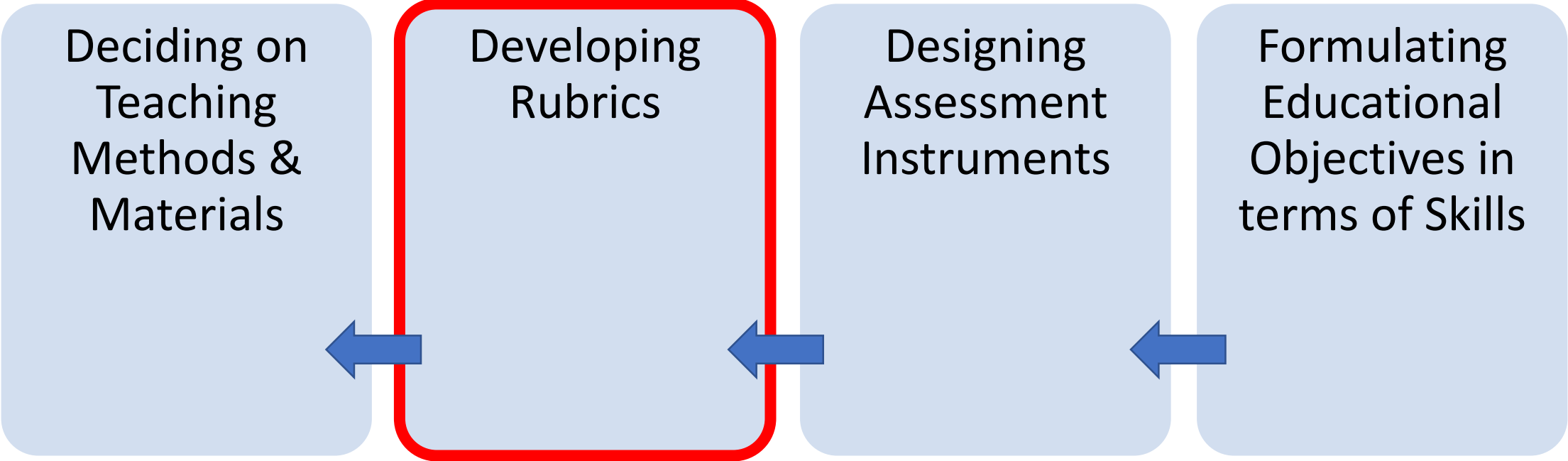
Hermeneutics

1. Identify and shortly discuss the cultural characteristics and needs of a group to whom you minister.
2. Explain how the absolutes of the biblical passage apply to that group of people.

Assignment 5: Compare exegesis and hermeneutics of Eph 3:14-21 with outside sources

After you have completed your exegesis by doing your own work, you can now make use of at least 3 of the scholarly commentaries listed in this unit to compare your findings with them. You may also use additional commentaries (not listed) if you so wish. Write a report on your findings stating the strong and weak aspects of your own work.

The competency that you need to demonstrate is the fifth step of exegesis, namely to evaluate your findings in the light of the findings of others.



- Rubrics need to address all the elements & performance criteria
- It is recommended that their format follows the formulated educational objectives



Developing Rubrics

Example: NT501 New Testament Epistles

Performance criterion: 2.3 Analyze the passage using semantic discourse analysis

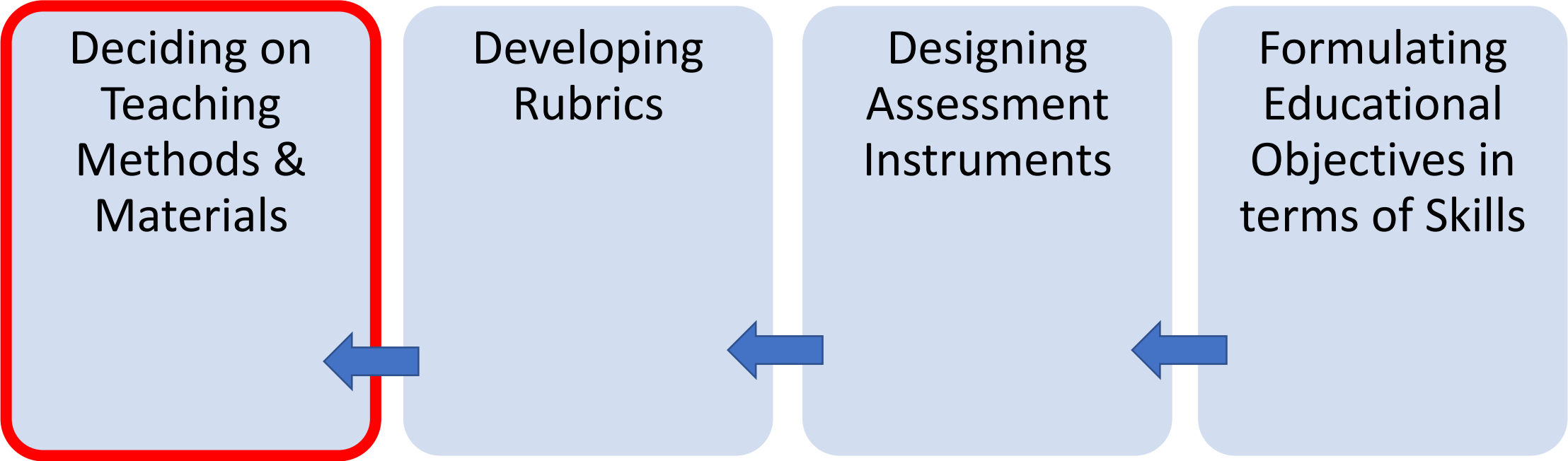
B: The meaning structure is clearly defined leading to a clear summary of the message. Word meanings are contextually described, including genitives and words that have to be recast according to their semantic categories.

B+: In between

A-: The meaning structure is clearly defined with repetition and other rhetorical features identified and incorporated into the summary of the message. Word meanings are contextually described, including genitives and words that have to be recast according to their semantic categories, clearly relating to the meaning structure of the passage.

A: In between

A+: The meaning structure is convincing in its presentation with repetition, chiasms and parallelism defined and their contribution to the message spelled out. Word meanings are contextually described, including genitives and words that have to be recast according to their semantic categories, clearly relating to the complex meaning structure of the passage.



Deciding on Teaching Methods & Materials

- Process-driven, and not knowledge-driven—developing competencies
- Discovering answers themselves
- Analysis and practical application in the context
- Practicing skills
- Focus on the educational objectives
- Synchronous online learning possible
- Value of apps to engage the original languages:

ScriptureDirect NT Greek-English Interlinear Translation (Louw & Wolvaardt)
integrated: Greek-English Lexicon based on Semantic Domains (Louw & Nida)
Free: www.scripturedirect.com App Store & Google Play



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Faculty Working Together to Reinforce Proper Biblical Exegesis

Consensus on the importance of exegesis impacting all the different subjects

Consensus on the approach and methodology of exegesis

Curriculum design that portrays the importance of exegesis—integrating exegesis into all the subjects



Finally: CBTE vs AI as Disruptor

We asked ChatGPT to write about the reasons why competency-based education would be resistant to the threat of Artificial Intelligence.

It provided the following answer (two paragraphs quoted):

Traditional university education is under threat as a result of the development of Artificial Intelligence (AI). With advancements in technology, AI is now able to perform tasks that were once only possible for humans, including writing assignments and dissertations, and even passing exams. This has led to concerns that traditional universities will no longer be necessary, as students will be able to access the same information and resources through AI.

Finally: CBTE vs AI as Disruptor

There are several reasons why competency-based education is not under threat by AI:

1. It focuses on practical skills and hands-on learning, which are difficult for AI to replicate.
2. It is not reliant on exams or written assignments, which are vulnerable to being replaced by AI.
3. It allows for flexibility in the learning process, which can adapt to changes in technology and the workforce.
4. It is more closely aligned with the needs of employers, which means that students who have completed competency-based education are more likely to be in demand in the workforce.
5. It allows for personalization of the learning process, taking into account the individual needs and preferences of each student.



Questions?