

METHODS

THE INDIVIDUAL IN THE STUDY GROUP

Enjoyment of study is thru satisfaction which can be derived thru:

Being silent * Being accepted * Expressing yourself * Setting goals *
Being appreciated * Being prepared * Expressing enthusiasm *
Attaining goals * Thinking * Giving * Taking * Experiencing variety *
Helping achieve oneness * Practicing adaptability * Ministering *
Studying * Making progress *

Prepare for participation and contribution by praying for enlighten-
ment as you study on your own.

Practical participation:

DESIRABLE ACTIVITY

Pray for the meeting
Listen to others
Build morale
Contribute your own ideas
Share your own experiences
Reinforce others
Think
Inquire
Help maintain the quality
and orientation of the group
by the quality and orientation
of your contributions
Analyze

CARRIED TO AN EXTREME

Become pious and ostentatious
Become nonresponsive
Become "goody-goody"
Dominate discussion
Start an encounter group
Become a "Sir Galahad"
Become an intellectual snob
Ask too many shallow questions
Become "holier-than-thou"
Substitute dry intellectualiza-
tion for motivating truth

Watch out for:

MISFIRING: Popping off with irrelevant comments which are the result of your own internal free association with something brought up in the meeting.

Responding to a point which already has been passed by.

Being unclear in your response; don't let your mind wander as you're responding and carry you far from the topic.

Failing to think thru your response before verbalizing it.

Making overly frequent references to pet socio/political ideas.

DECLINING TO PARTICIPATE: Tired; watch your health needs.

Impatient with procedure or bored with topic; can lead to wisecracks or thinly veiled hostile remarks which disrupt the class for others.

Avoid overdoing your participation; allow space for those to speak who may be less aggressive.

The activities which occur in your study group should form an organic part of the efforts of our unseen benefactors to spiritualize humanity.

"The Study Group" must be seen only as a means to the end that individuals advance in their inner spiritual lives.

POINTS TO CONSIDER IN OPERATING AN EFFICIENT STUDY GROUP

1. Provide adequate lighting and ventilation, particularly if there are smokers in the group.
2. Side-step controversial matters and arguments; knowing about God is not as important as is getting to know him thru experience.
3. Sit in a circle facing each other rather than in rows.
4. A fellowship must exist where committed people can be honest with each other and discover the dimension of apostolic fellowship, that is fellowship between creatures of diverse background whose only common element may be a dedication to the pursuit of the Father's will.

others, but bear in mind that your beautiful child may be a serious imposition on the others who may have come for serious study.

Stick to The Urantia Book as a source of information; use of other literature can greatly distract from the central purpose of studying The Urantia Book.

If you are leading, don't talk too much; encourage discussion rather than a question/answer session.

The leader must constantly make value judgments about the relative value of different lines of thought which develop, and must direct the course of the discussion to completion within the allotted time.

If you wish to emphasize a specific point, mention it at the beginning, refer to it during, and summarize it at the end of the meeting.

Meet your time limits by dividing the material into sub-sections and setting time limits for them; while you want to be flexible during the meeting, this may help you get thru all of your material.

Pray for guidance as you prepare and present.

FOSTERING UNITY

SOME NOTES ON GROUPS GLEANED FROM CONTEMPORARY WRITINGS ON THE TOPIC

Some Factors Influencing the Unity of Groups

1. Dependency (of individuals upon group for the meeting of psychosocial needs).
2. Size - Interaction among group members is inversely proportional to the size of the group.
3. Quality and quantity of member interaction; depth of communication.
4. Stability of membership.
5. Isolation from other groups having similar goals.
6. Absence or presence of outside pressure on the group.
7. Commitment of individuals to the goals of the group.

Disruptive to Unity

1. Members attempt to use different means, on their own, to attain the goals of the group.
2. Differences of opinion as to priority of goal order.
3. Conflicts between the goals of individuals and the goals of the group.

Psycho-social Repercussions of Groups

1. The stability and unity of the group is proportional to the attachment of the members to the group; thus does a strong group become influential in setting behavior norms.
2. In a strong group, deviant members are more likely to pattern their behavior after that of model members whereas in an unhealthy group, the pattern may reverse, leading to group disintegration.
3. In strong groups, individuals seldom tend to hold out against otherwise unanimous group judgments.
4. Groups influence member behavior thru: support, reinforcement, security, encouragement, ridicule, dislike, shame, and threat of expulsion.

Specific Measures to Promote Unity of a Group

1. Emphasize value of total organizational effectiveness and the role of sub-groups in contributing to it. The use of competition to stimulate development can easily lead to the emergence of inter-group conflict and a breakdown of co-operation.
2. Measure and reward sub-groups on the basis of their contribution to the whole rather than building local pride by recognizing only individual effectiveness.
3. Foster a high level of interaction and communication between groups aimed at intergroup coordination and help. The setting of common goals and fostering of valid communication relevant to their attainment will help prevent the build-up of inter-group tensions.
4. Recognize and reward help that groups give to each other.
5. Foster a type of intergroup communication which will facilitate development of a high degree of mutual understanding and empathy for the problems of one another.

6. Avoid win/lose situations by never putting groups into the position of competing for the same organizational awards. Emphasis should be placed on pooling of resources to maximize organizational effectiveness and sharing of rewards equally.

NOTE: It is important to recognize that the absence of disagreement is not necessarily desirable; conflict and disagreement are essential to the achievement of the best solution to a problem. What is harmful is interpersonal or intergroup conflict in which the task is not as important as is gaining advantage over the other person or group.

POSSIBLE FORMATS FOR STRUCTURING STUDY GROUPS

(Please note that these formats provide for some degree of group participation. I feel that the most effective group is the one that has all of its members participating conjointly in the teaching and learning processes. The term "forum" will indicate group discussion.)

1. READINGS
The current practice in new groups.
2. LECTURE/FORUM
Presentation of a formal lecture followed by a group discussion of the material covered. Meeting can be broken up into a series of short lectures each followed by a brief period of discussion.
3. TEAM TEACHING/FORUM
Two or more speakers followed by a discussion, or speakers-discussion leader-discussion sequence.
4. INFORMAL DISCUSSION
The loosest of all formats; free, open discussion of a topic of interest; may be done by the group as a whole, or it may be done by a lot of sub-groups.
5. FORMAL DISCUSSION
A little more order than in the informal discussion; a leader poses questions for which specific answers are sought in the ensuing discussion.
6. COLLOQUY
The group breaks up into small groups which develop specific questions related to a given topic. A leader from each group then becomes a part of a panel which poses the questions to another panel of resource persons. The resource persons may be members who have done extensive study on the topic, or outsiders representing a particular field or discipline. An open discussion may follow.

- 7. ASSIGNMENT/REPORT/FORUM
 Formal reports are delivered to the group on previously assigned topics followed by discussion. Individuals or teams may be assigned the topics for reports.
- 8. CLASSROOM RESEARCH/FORUM
 This could also be considered looking for um; the leader poses topics for research during the study period followed by a discussion of the findings at the conclusion of the session.
- 9. CASE STUDY/FORUM
 Examination of an incident and drawing of ideas from it relevant to present situations.
- 10. SMALL GROUP RESEARCH/FORUM
 Main topic broken up into sub-topics for research (groups of 4-5) then a forum is held consisting of group reports and discussion of findings.
- 11. DRAMA/FORUM
 A dramatic presentation is given followed by discussion of points and issues raised.
- 12. CLASS INTERVIEW/FORUM
 A resource person answers questions fielded by the class. Questions may be submitted beforehand for study by the resource person.
- 13. DEBATE/FORUM
 Opposing views assigned for research and debate presentation followed by discussion.
- 14. PAPER REVIEW/FORUM
 A paper (or section) of the book is reviewed, book review style, followed by discussion.
- 15. AUDIO VISUAL/FORUM
 An audio visual presentation is followed by a group discussion, possibly with the producers of the presentation acting as discussion leaders.
- 16. CIRCULAR RESPONSE
 Comments on a presented idea are given in turn, around the group. A good way to encourage participation on the part of those who may be a little shy.
- 17. REFLECTION RESPONSE/FORUM
 Silent reading and meditation upon an assigned portion followed by discussion.
- 18. WRITTEN WORK/FORUM
 With the proper application of imagination, this format could be a lot of fun. Written work could include: Written answers to written questions, matching, multiple choice, completion, crossword puzzles, short essays, paraphrase. Written work

could be assigned in advance, leading to a discussion during the actual study period. Work can be turned in and redistributed for discussion.

19. GAMES AND SIMULATIONS

Simulations are working models of reality containing the most important parts of the reality situation. Any past, present, or future situation in which humans working in a society find themselves making decisions and taking action to change the course of events around them can be the subject of a simulation game. Play to be followed by evaluation and discussion of discoveries.

Types of Games:

- (1) Media ascendant simulation: Techniques that emphasize learning thru vicarious experience, usually mediated by machines, computers, films, pictures, etc.
- (2) Interpersonal ascendant simulation: Techniques that are characterized by decision making, role playing, and player interaction.
- (3) Non-simulation games: Techniques that feature a competitive context for learning concepts and principles drawn from formal disciplines (sometimes referred to as "motivational games").

It should be pointed out that the design and operation of simulation games is a relatively sophisticated and complex undertaking. There is quite a bit of information relevant to it at your local university library in the education section.

Teachers should learn the art of asking carefully phrased questions which will help the student perceive specific meanings, understanding, (association with other meanings), and possible decisions for action of a value-associative nature.

Be sure that you understand the objective situation to which you are relating and avoid relating only to your subjective conception of what that situation is; you will thus greatly increase your effectiveness.

A system designed to serve people must be structured so that it's output is information needed by those served. Maximum efficiency of system occurs when information at output precisely matches information need by system served, minimizing impedance mismatch, which occurs when serving system is unable to provide information required by system served. Significant impedance mismatch will introduce distortion into both systems and may eventually lead to their collapse.

Look at language as a transportation system for ideas; it must be fast, direct, clear, and comfortable. Therefore let us eschew all obfuscation.

David Kantor
1977