

# Learning Styles and Corporate Worship Emphases

## A. Image of God in Persons

1. Structural
2. Functional
3. Relational

## B. Learning Styles

1. Multiple Intelligences
2. MI Toolbox

## C. Patterns of Structure in Christian Worship

1. Historical
2. OT
3. NT

## D. Learning Styles→Worship Styles: Implications?

## *Imago Dei: “Image of God” in Persons*

### A. Structural or Substantive Approach

Image of God in persons = faculties, capacities, endowments possessed by human beings that distinguish people from the rest of creation

#### 1. One Dimensional (places emphasis on *one* of these attributes as the dominant trait of humanity)

soul or spirit

mind, intellect

capacity for relationship with God

moral capacity

high order communication

creativity, imagination

#### 2. Multi-dimensional (places emphasis on the *combination* of these attributes in humanity)

intellect, rationality

spirit, soul (worship capacity, eternity)

social likeness (relational capacity)

conscience (moral capacity)

imagination, creativity (aesthetic capacity)

emotions

will or volition

personality, psyche (unique identity)

high order communication skills

### B. Functional Approach

Image of God in persons = human appointment and ability to “rule” over the works of creation, “dominion” over the earth (Gen. 1:26; Ps. 8:6)

### C. Relational Approach

Image of God in persons = the capacity to fellowship with God and mirror his righteousness (Gen. 3:8)

# Multiple Intelligences

## Bibliography.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences*. New York: The Putman Publishing Group, 2000.

Campbell, Linda, Campbell, Bruce, and Dickinson, Dee. *Teaching and Learning Through Multiple Intelligences*. 2nd ed. Needham Heights, Mass.: Allyn & Bacon, 1999.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Harper & Row, 1983.

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Silver, H.F. , R. W. Strong, and M. J. Perini, *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: ASCD, 2000.

On the impact of learning styles on how people worship see, F. M. Segler & R. Bradley, *Understanding, Preparing For, and Practicing Christian Worship*. 2nd ed. Nashville: Broadman & Holman, 1996; for Christian education see, B. A. Bruce, *7 Ways of Teaching the Bible to Adults: Using our Multiple Intelligences to Build Faith*. Nashville: Abingdon, 2000.

## Multiple Intelligences (cont.)

### The Idea:

People possess several relatively autonomous intellectual capacities (these eight are representative but not necessarily exhaustive). Gardner defines an intelligence as “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (*Intelligence Reframed*, pp. 33-34). These “intelligences” or “frames of mind” are independent of one another, but they can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures. If multiple intelligences exist in human beings, then the teaching-learning process must seek to develop strategies of instruction that integrate the various intelligence capacities and skills into the curricula.

## Multiple Intelligences (cont.)

### The Eight Intelligences:

- verbal/linguistic (speech communication, writing, literature, reading, etc.)
- logical/mathematical (problem solving, critical thinking)
- visual/spatial (visual art, imagination, personal/emotive expression, perspective, appreciation of beauty, layout and design)
- bodily/kinesthetic (movement, gesture, posture, physical tasks and activities,  
recreation, performing arts, athletics, etc.)
- musical/rhythmic (melody, beat, pitch, tone, musical taste/appreciation)
- interpersonal (social skills, communal aptitudes, relationships)
- intrapersonal (self awareness, self-image, intuition, reflection, meditation, etc.)
- naturalist-cognitive (observing, understanding and organizing patterns in natural environment)
  
- *What are the implications for worship education and worship renewal?*

# The Eight Intelligences



**Nature Smart**  
*(Naturalist)*



**People Smart**  
*(Interpersonal)*



**Number Smart**  
*(Logical/Mathematical)*



**Picture Smart**  
*(Spatial/Visual)*



**Self Smart**  
*(Intrapersonal)*



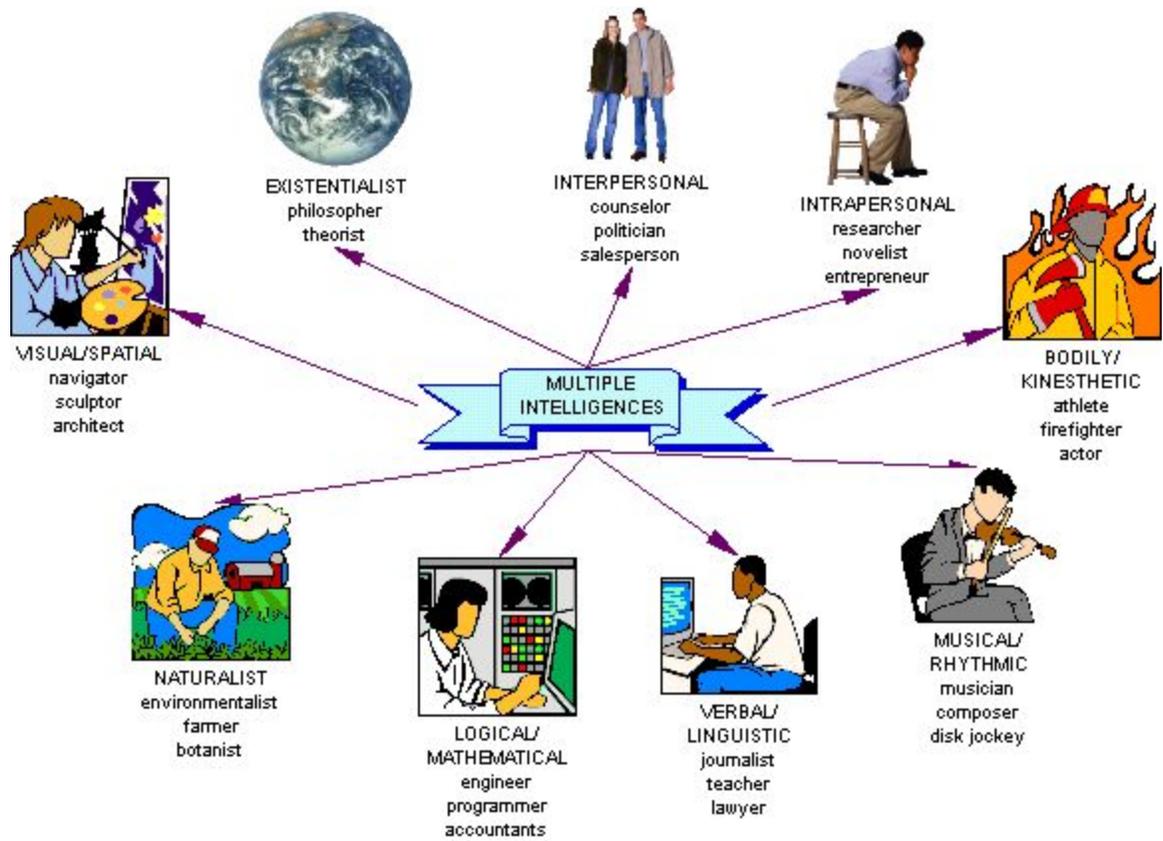
**Body Smart**  
*(Bodily-Kinesthetic)*



**Music Smart**  
*(Musical)*



**Word Smart**  
*(Linguistic)*





# *Multiple Intelligences Toolbox*

## **Verbal/Linguistic**

- \* Reading
- \* Vocabulary
- \* Formal Speech
- \* Journal/Diary Keeping
- \* Creative Writing
- \* Poetry
- \* Impromptu Speaking
- \* Humor/Jokes
- \* Storytelling

## **Body/Kinesthetic**

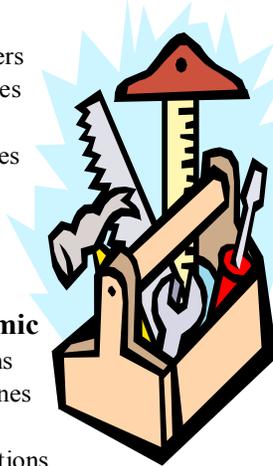
- \* Folk/Creative Dance
- \* Role Playing
- \* Physical Gestures
- \* Drama
- \* Martial Arts
- \* Body Language
- \* Physical Exercise
- \* Mime
- \* Inventing
- \* Sports Games

## **Logical/Mathematical**

- \* Abstract Symbols/Formulas
- \* Outlining
- \* Graphic Organizers
- \* Number Sequences
- \* Calculation
- \* Deciphering Codes
- \* Syllogisms
- \* Problem Solving
- \* Pattern Games

## **Musical/Rhythmic**

- \* Rhythmic Patterns
- \* Vocal sounds/Tones
- \* Humming
- \* Percussion Vibrations
- \* Music Composition/Creation
- \* Environmental Sounds
- \* Instrumental Sounds
- \* Singing
- \* Tonal Patterns
- \* Music Performance



## **Visual/Spatial**

- \* Guided Imagery
- \* Active Imagination
- \* Color Schemes
- \* Patterns/Designs
- \* Painting
- \* Mind-mapping
- \* Pretending
- \* Sculpture
- \* Pictures

## **Intrapersonal**

- \* Silent Reflection Methods
- \* Metacognition Techniques
- \* Thinking Strategies
- \* Emotional Processing
- \* “Know Thyself” Procedures
- \* Mindfulness Practices
- \* Focusing/Concentration Skills
- \* Higher-Order Reasoning
- \* Complex Guided Imagery
- \* “Centering” Practices

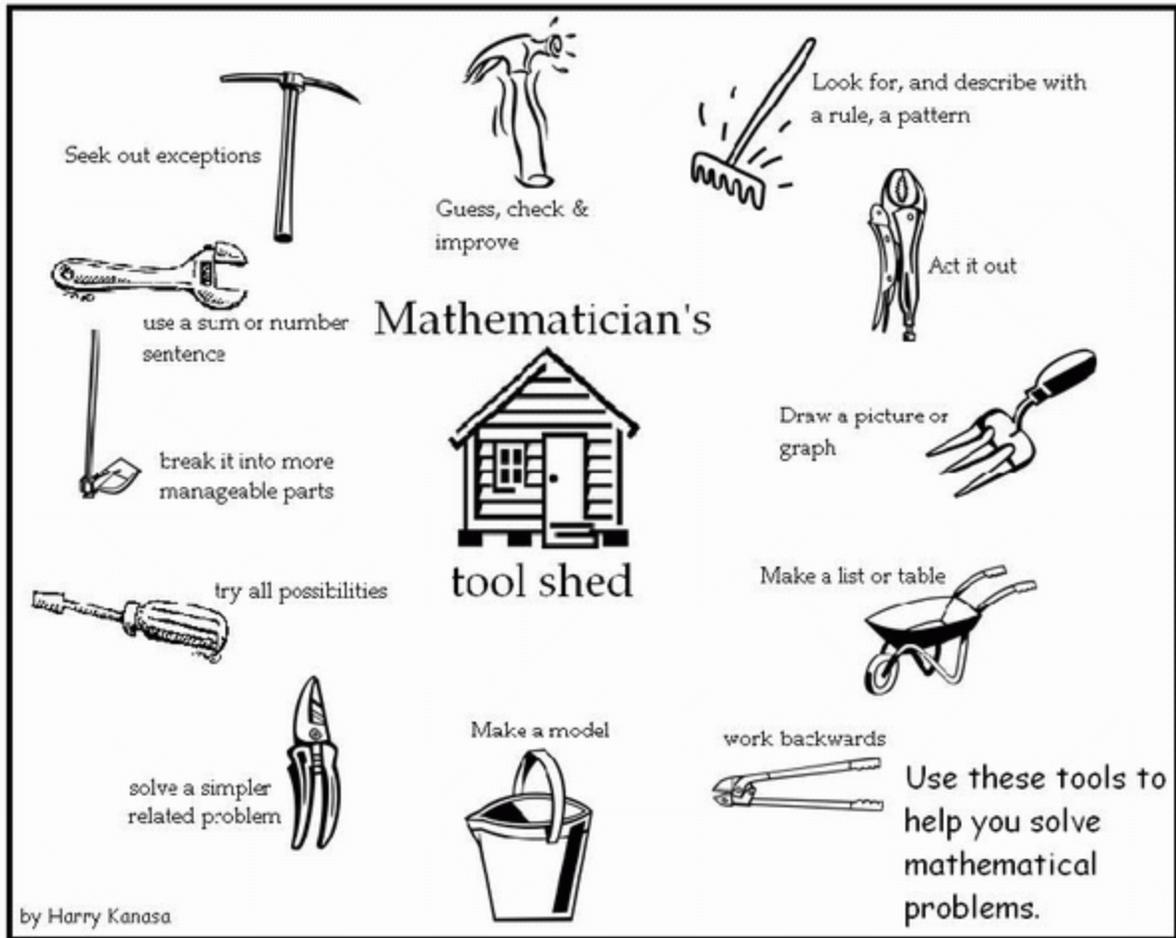
## **Interpersonal**

- \* Giving feedback
- \* Intuiting Others’ Feelings
- \* Cooperative Learning Strategies
- \* Person-to-Person Discourse
- \* Empathy Practices
- \* Division of Labor
- \* Collaboration Skills
- \* Receiving feedback
- \* Sensing Others’ Motives

## **Naturalistic**

- \* Field Trips
- \* Establish Patterns/Connections
- \* “Hands-on” Experiments
- \* Categorize/Classify
- \* Identify Flora/Fauna
- \* “Outdoor” Classrooms
- \* Serve as “Docents”
- \* Collections (rocks, cards, etc.)
- \* Animals/plants in Classroom
- \* Natural Relationships

Lazear, D. (1999) *Eight ways of teaching: The artistry of teaching with multiple intelligences 3<sup>rd</sup> ed.* Arlington Heights, IL: Skylight.



Which intelligences have I used?

- verbal/linguistic   
  bodily/kinesthetic   
  interpersonal   
  musical/rhythmic  
 mathematical/logical   
  intrapersonal   
  naturalistic   
  visual/spatial  
 existentialist

"The more tools and intelligences I use during an investigation, the smarter I become."

## Learning Styles→Worship Styles: Implications?

The appeal of “blended worship” in the current discussion of worship renewal, in part, is due to the recognition of and appreciation for individual differences in preferred worship styles.

Note how each of the worship emphases highlight a different aspect of humanity made in God’s image:

1. Relational worship (emphasis on fellowship, community, service)→social likeness, emotions, psyche, conscience
2. Doctrinal worship (emphasis on Word/sermon)→intellect, logic, rationality, morality, conscience

## Learning Styles→Worship Styles: Implications? (cont.)

3. Charismatic worship (emphasis on the diversity of “gifts” and individual expression)→personality, emotions, spirit, psyche, imagination, expression/movement
4. Reflective, contemplative worship (emphasis on silence, solitude, waiting)→intellect, volition, spirit, psyche, conscience
5. Aesthetic worship (emphasis on beauty, symbol)→multi-sensory, imagination, creativity, social order, bodily movement/expression, sense of beauty

[See G. Malone, *Furnace of Renewal: A Vision for the Church*. Downers Grove: IVP, 1981, pp. 43-59.]