

# SEMINAR ORCHESTRATION

Minutes	Minutes	Minutes	Minutes	Minutes
INTRODUCTION	BROAD PICTURE	EXPERIMENTAL DIGGING	DEPTH DRILLING	CONCLUSION
<p><u>Get on stage</u> Know exactly what you will say and do</p> <p><u>Prologomena</u> - make contact - set stage - get people to hear own voice</p> <p><u>Tools</u> - greeting - prayer - art form with - question and answer or - brief discussion or - no discussion - short courses</p> <p><u>Course Structure</u> - purpose of course - assignment for next time</p>	<p>1. <u>Get out broad picture</u> e.g., chart of course, section, article, etc. either by teacher or seminar</p> <p>2. <u>Get out other orientation information</u> content methodology</p> <p>Intent is to get them oriented so they will leave the teacher free to go ahead with the article or chapter</p>	<p>1. <u>Motivate and push group</u> release their own sense of creativity while teacher is narrowing down the field</p> <p>sample - have student go to board, explain, and forget or use his data to get rid of it. e.g., get rid of paragraphs 1, 2, 3, so teacher can handle 4</p> <p>if someone comes alive, drill in there still saving depth drilling for the teacher</p> <p>2. <u>Get everything out of the way</u> either by blocking out, handling or incorporating so teacher can focus attention on what he wants</p>	<p>1. <u>Focus attention</u> on what gestalt or image teacher wants planted into depth of students' being. Dig and drill by pushing, pulling, enticing, relating, explaining, etc. to the point where the student has to move in his life stance in order to see image.</p> <p>2. <u>Leave the gestalt-image for student</u> which teacher wants him to come out with so he either gets it himself or is threatened or confused.</p>	<p>1. <u>Sum up</u> Put article aside. Here the seminar must come to terms with the teacher</p> <p>2. <u>Relate to context</u> e.g. whole document - course - their lives - church - problems</p> <p>3. <u>Benediction</u> leave word that demands a depth response of their lives</p> <p>4. <u>Get off stage</u> know exactly what you will say and do</p>
Tools: Lecturette, discussion, question & answer, dialogue, chalkboard charts & images, student participation, etc.				

Conversation	Lecture	Seminar	Workshop
awareness	objective data	objective data	experience
dialogue	monologue	trialogue	polilogue
raise issues	set context	allow struggle	create model
push to depths	move to reflection	take relationship	decide to die

1. Objective/images - what does author say?
2. Illustrations/grounding - relating to life
3. Name/take relationship - abstraction/universalize

# SEMINAR PLANNING

	General	Short Courses	Structure of the Paper					Total Paper
			Intro.	1	2	3	Concl.	
Paragraphs								
Teaching Image								
Key Paragraphs & Questions								
Motifs								
Lecturettes								
Illustrations								
Rational Objective								
Existential Aim								
Time								



COURSE _____		NAME _____
PAPER _____		DATE _____
MOVEMENT _____		
S E C T I O N	C H A R T	
K E Y	P O I N T S	
K E Y	Q U E S T I O N S	
I M A G E		
L E C T U R E		

COURSE

NAME:

PAPER:

INTRODUCTION/PRELUDE

DATE:

INTRODUCTION		PRELUDE	
Entrance		Key Points	
Symbol		Key Questions	
Opening Words		Image	
Ritual		Spin	
Game			
Time			

COURSE:

NAME:

PAPER:

MOVEMENT

DATE:

Section  
Chart

Key  
Points

Key  
Ques  
tions?

Images

Spin

Time

COURSE \_\_\_\_\_

PAPER \_\_\_\_\_

# POSTLUDE & CONCLUSION

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POSTLUDE		CONCLUSION	
SECTION CHART			IMAGE
KEY POINTS			PERSONAL WITNESS
KEY QUESTIONS			BODY POSTURE
			RITUAL
IMAGES			EXIT
LECTURE NOTES			

4-LEVEL HOLDING CHART

PAPER

NAME:

DATE:

TOPICAL

para

FUNCTIONAL

PROPOSITIONAL

EXISTENTIAL: (Write on the back) 1. The new knowledge or image shifts, 2. The personal address this paper provoked in your life, 3. The positive contribution to your self-understanding, 4. Your critical appraisal of the paper.