Our Plenary Speaker

Craig Detweiler, Ph.D.
Craig serves as professor of communications and creative director of the Institute for Entertainment, Media, and Culture at Pepperdine University in Malibu, California. He is a Phi Beta Kappa graduate of Davidson College and earned an M.F.A. from the University of Southern California’s acclaimed film school. He also earned an M.Div. and a Ph.D. in theology and culture at Fuller Theological Seminary.


Craig came to faith after getting to know Young Life leaders who visited his high school campus in Charlotte, North Carolina. Prior to entering academia he was actively involved in youth ministry serving on the Young Life staff in rural, suburban, and urban contexts. Craig and his wife, Caroline, are parents of two teenagers, Zoe and Theo.

Detweiler blogs as “Doc Hollywood” for Patheos.com and can be found on Twitter @craigdetweiler.
Welcome from the Conference Director

October 24, 2015

Dear AYME Friends,

On behalf of the Board of Directors of the Association of Youth Ministry Educators, I want to welcome you to our annual conference in San Diego. We are thankful that you have prioritized your schedules to invest this time with colleagues, and we are especially honored to welcome those of you who are joining us for the first time. If you need assistance with anything while you are here, please contact any board member throughout the conference. We want to serve you however we can during your time in San Diego.

AYME places a high priority on relationships among colleagues, and this conference has been designed to enhance that sense of community. We hope you will be both challenged and inspired through the keynote and research presentations, Sunday worship, and the TEAM talks. Just as importantly, we want you to take advantage of the opportunity to connect with others face-to-face for encouragement, dialogue, inspiration, and collaboration.

These annual gatherings have served as the catalyst for collaborative writing and research projects, initiated partnerships, and inspired new courses and teaching strategies. This happens through conversations and networking. Whether it is during our time at Old Town or Seaport Village, while on the train, walking along the harbor, or hanging out at the hotel, we encourage you to take time for meaningful engagement with friends, old and new.

These three days together offer such a rich opportunity to fellowship with others who share our common calling to serve Christ and His Church through ministry with youth. Thank you for your unique contributions, your presence here is greatly valued. May you return home, thankful that you were part of this gathering.

With unity in Christ,

Karen E. Jones, Ph.D.
Vice-President and Conference Director

Board of Directors: Sharon Ketcham, Karen Jones, Mike Severe, Steve Bonner, Brenda Snailum, Matt Elofson, Ken Castor, Nancy Going, Ron Belsterling, Jay Sedwick, Cheryl Crawford, Mark Cannister

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Technology and Transformation
Daily Schedule

**Saturday, October 24**
1:00 p.m.   Registration Opens
2:30 p.m.   Welcome Reception and Conference Opening (Great Room)
3:30 p.m.   Academic Presentation Sessions #1 (Breakout Rooms)
4:45 p.m.   Academic Presentation Sessions #2 (Breakout Rooms)
6:30 p.m.   Dinner and Plenary Session #1 (Great Room)
            Dr. Craig Detweiler, *Technology and Transformation*
9:15 p.m.   Curriculum Conversations/Exhibits (Great Room)

**Sunday, October 25**
7:30 a.m.   Breakfast (Fountain Café)
8:30 a.m.   Worship (Great Room)
9:30 a.m.   Business meeting (Great Room)
10:30 a.m.  Academic Presentation Sessions #3 (Breakout Rooms)
12:30 p.m.  Lunch and Plenary Session #2 (Great Room)
            Dr. Craig Detweiler, *Technology and Transformation*
3:00 p.m.   Academic Presentation Sessions #4, *Best Practices in Technology* (Breakout Rooms)
4:45 p.m.   Depart for Old Town and Seaport Village, Dinner and Sightseeing
9:30 p.m.   Late Night Options

**Monday, October 26**
7:30 a.m.   Breakfast (Great Room)
8:30 a.m.   Academic Presentation Sessions #5 (Breakout Rooms)
10:00 a.m.  Plenary Session #3 (Great Room)
            TEAM talks (*Technology, Education, Adolescents, and Ministry*)
            Enhance Your Teaching Drawing (must be present to win): Apple iPad Air, Intuos Pen Tablets, Logitech Presenter, Kensington Presenter, and more.
11:30 a.m.  Conference Ends
Academic Presentation Sessions

Academic Presentation Session #1  Saturday, 3:30—4:30PM

Shutters West 1:
Elizabeth Bjorling Poest, Trinity Evangelical Divinity School—Digital Story Telling in Youth Ministry Training
This study examined the use of digital storytelling in youth ministry volunteer training, specifically with emerging adult volunteers. As youth workers were trained with this medium, the act of training was found to meet some of their age specific needs. Discovery of the volunteer’s personal voice and faith story were additional transformational benefits. Through the exploration of narrative learning theory, spiritual spiraling, and orality, this study suggests the ancient art of telling personal testimonies of transformation may find a fresh voice. Areas examined include challenges, logistics, and spiritual development factors.

Shutters West 2:
Gregory Moder, Asuza Pacific University—Approaching Wise Dialogue with Our Technological Test Pilots
Teenagers are at the interactive forefront of new digital technology: the ones shaping it through their practices. Have they become our technological test-pilots? The pursuit of wise academic dialogue, between the Christian story and the story of technology must become an integral part of spiritual formation. This requires us to probe beneath the surface “text” of what culture conveys regarding technology to include the hidden “subtext” of what it is silent about or reluctant to address. Four touchstones will be considered with potential directives towards Christian responses.

Shutters East 1:
Chap Clark, Fuller Theological Seminary—Adoptive Youth Ministry: A New Typology for the Theological Grounding of Youth Ministry in Practice
This session begins by discussing recent emphases in youth ministry- “parent ministry” and “intergenerational ministry”- to strengthen connections between young people and congregations at large. We will explore biblical familial language for the ecclesia so as to provide a robust theological foundation upon which to frame discussion. By affirming both the need for focused “youth ministry” practice and intergenerational inclusiveness, Adoptive Youth Ministry provides the biblical language and praxiological structure for youth ministry operating within the context of the larger community.

Shutters East 2:
Brian Baldwin, Kentucky Christian University—Leveling Up: Gamification and the College Classroom
This paper builds a framework for understanding and utilizing gamification techniques in faith-based undergraduate education. There are three foundational concepts: digital nativity as a linguistic category, cultural brokerage as a dynamic placement between linguistic subcultures that fosters innovation in problem-solving, and gamification as a way of connecting these processes to education. Linguistic brain schematics are deep and extremely fast, thus, attractive brain hack for educators. In this framework gamification encourages Fringe Thinking by bringing Digital Natives into a fringe position between two strong linguistic areas.

Great Room III:
Mark Matlock, Youth Specialties—The State of Youth Ministry 2015
In this session Mark will share the findings from Youth Specialties research conducted regarding pastor and youth pastor insights on the state of youth ministry. (Research conducted by David Kinnaman, Barna Research)
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E-mail: kevin.lawson@biola.edu
The advancement of technology has far outpaced our theological reflection on precisely what this tech is doing to our souls and our lives. Augustine speaks of desire as always good, the same is true of our desire for technology. However, this desire needs to be rightly ordered. The church needs adequate language to address the order of tech in our lives. This research is composed of theological reflection which draws upon current psychosocial research and ancient spiritual disciplines.

Shutters West 2:
Mark Hayse, MidAmerica Nazarene University—Understanding Video Games from Multidisciplinary Perspectives: More Than Meets the Eye (Presentation Host: James Hampton, Asbury Theological Seminary)
Annual video game revenues surpass those of the Hollywood film industry. Online video game tournament viewership through Twitch.tv surpasses viewership for both the MLB World Series and the NCAA Final Four. Casual observers often lack the critical tools for understanding the significance of video games beyond the levels of anecdote and personal experience. This presentation introduces participants to multiple social science and practical theological frameworks for understanding the significance of video games. Reference list available.

Shutters East 1:
Images have power that words do not. This is an initial report of the first round of research from The Visual Faith Project. At its core, this project explores a methodology for discipling, engaging, and teaching the messages of Scripture with an expressed goal of transformation for young people completely socialized by images. Research assertions are based on adolescent starting point responses (regarding both image aversions and attractions). The project employs both brain research and faith practices to make the case for the use of images to engage scripture and provide ministry. Implications for youth ministry practice will be discussed.

Shutters East 2:
Rick Lawrence, Group—Jacques Ellul & the Path of Attachment vs. Technique
The late Jacques Ellul, author of The Technological Society (the seminal work on a culture’s relationship with technology), offers a prophetic way forward for “digital natives” who have experienced a “thinning of the soul” as they have become more deeply dependent on devices. We become what we attach ourselves to, so an attachment mindset in ministry gives clarity in both vision and practice. In this seminar, we’ll explore an “attachment” strategy for youth ministry that re-directs the focus of ministry from the “tips and techniques” of an information-soaked culture to a “branch-in-the-Vine” relationship.

Great Room III:
Theresa O’Keefe, Boston College: School of Theology and Ministry—Digital Technology: Inhibitor or Aid to Relationship?
How does digital space “school” a young person in relating? In this paper I investigate the work of technology researchers Sherry Turkle (Alone Together, 2011) and Danah Boyd (It’s Complicated, 2014) to identify ways digital mediation can shape relationship. The research is filtered through five critical considerations. Findings suggest that digital spaces are not the best for learning how to relate well to others. The topic of how we can practice technology so as to grow capacities for relationship will be explored.
Academic Presentation Session #3  Sunday, 10:30AM—12:10PM

Two presentations in each room. Sessions will run from 10:30-11:15 and 11:25-12:10

Shutters West 1:

Tommy Carrington, Urban Training Network/Impact 922 Ministries—A Program for Training and Equipping Youth Leaders in a Greater Metropolitan City

The Miami Youth Leadership Initiative (MYLI) was developed as a partnership between Miami Youth for Christ and the Urban Training Network. The program’s purpose is to train and equip youth leaders working in urban settings with a model for sharing the Gospel with unchurched youth, discipling young believers in their faith and empowering them as leaders. This paper chronicles the goals/vision, development, and implementation of the program and provides an assessment of the 2-year training/coaching program.

Art Canales, Marian University—Servant Leadership: A Model for Christian Youth Ministry

Essentially the presentation is divided into two sections. The first part provides a brief background on servant-leadership, addresses the theology of servant-leadership, and examines 10 theological characteristics for integration into Christian youth ministry. The second part provides 6 pedagogical and pastoral implementation strategies for congregational youth ministers to apply in their programs. The ideas in this workshop are also applicable to high school and college campus ministries and emerging and young adult ministries.

Shutters West 2:

Jason Lief, Dordt College—Mediating the Sacred: Popular Culture as Liturgical Icon in a Secular Age

This presentation explores how popular culture and the new forms of technology that mediate it function as a “cultural liturgy” within the immanent frame of secularity. Poetic and symbolic expressions that mediate the sacred within the lived experience of young people will be shared. Icons within the secular experience of young people in the West can be seen positively by Christians. This paper draws from research conducted for a forthcoming book on the relationship between Heavy Metal music and Theology.

Rich McLaughlin, Trinity International University—Jonathan Edwards on Revival & Application in this Digital Age

What might Jonathan Edwards’ writings on revival offer in thought and application in this digital age? This session will first highlight Edwards’ works that emphasize prayer, discernment, and spiritual fruit. Then, applications to today’s Internet-connected world will be explored. Jonathan Edwards figured prominently in the First Great Awakening and served catalytically in preparation for the Second Great Awakening. His experiences provided him with a rare laboratory for understanding, developing, and communicating lessons related to spiritual renewal.

Shutters East 1:

Angela Gorrell, Fuller Theological Seminary—Social Media Engagement and Christian Formation in US Churches

This session will report initial findings from two case studies of churches and a national survey (Spring 2015) based on 1100+ congregants, living in 37 states, from over 25 denominations. The survey asked respondent’s questions about their church’s use of social media, personal social media engagement, and their Christian formation. We will discuss how Christians and churches in the United States are currently using social media and how social media could be used by churches to help congregants love God, each other, and their neighbors.

Chris Gonzalez and Walter Surdacki, Lipscomb University—Adolescent Perceptions of Adults

The purpose of this research project is to gain an understanding of how adolescents perceive their parents and other adults. We propose a gap exists between what adolescents think adults perceive about them and what they wish adults knew about adolescents. Findings stem from coded and analyzed qualitative data. We believe our findings will enable church leaders to better relate to adolescents in their church and develop a better understanding of their strengths and needs.
Kara Powell, Brad Griffin, and Jake Mulder, Fuller Youth Institute—Churches Engaging Young People in Culture: Research Findings and Implications for Youth Ministry Education.
The Fuller Youth Institute is completing an interdenominational study of over 250 congregations with perceived effectiveness in their engagement of teenagers and emerging adults (ages 15-29), with the goal of understanding how and why exemplary churches effectively engage young people. This paper includes an overview of the study design and highlights how these churches relate to their surrounding culture. Exemplary churches generally take a positive stance toward engaging culture with the goal of becoming “good neighbors” to surrounding communities.

Terry Dittmer, The Lutheran Church-Missouri Synod, Office of National Mission—Lutheran Youth and their Response to the Society
This presentation considers 30 years of survey research. Interesting observations considering youth responses (noting gender differences) and varying ways that data has been collected (hand tabulation, scanned responses, survey monkey) will be shared. (Research Goals: A. The degree to which LCMS youth are in agreement or opposition with LCMS positions; B. The degree to which youth conform to the trends and tendencies of our society and culture, and; C. To identify what issues and concerns are on the hearts and minds of youth.)

David Keehn, Biola University—Leveraging Internships: A comparison of ministry internship programs as Realistic Job Previews to prepare for vocational ministry
Though the research demonstrated that the two internship models have commonalities, the key finding showed that Immersive field education graduates have statistically significant higher self-reported vocational preparedness than graduates from Concurrent models. Additionally, 86% of the respondents in the upper quartile in Activity Frequency scores represented the Immersive internship model, demonstrating a greater Realistic Job Preview. Additional Recommendations will be made for professors, church leaders and the students to leverage internships to provide more Realistic Job Preview experiences.

Jason Lanker, John Brown University—Youth or Adolescent: Does It Make any Difference How We Refer to Teens?
This presentation provides a quick review on the construct of adolescence in American culture. We will consider the impact that viewing young people as adolescents is having on their identity, morality, sexuality, religiosity, relationships and vocation. According to both quantitative and qualitative data, adolescents report feeling purposefully excluded, and it seems that today’s “adolescent,” contrasted with yesterday’s “youth,” has struggled with negative identity consequences.
Best Practices in Technology

Shutters West 1:
Charlotte McCorquodale, Ministry Training Source—Using MOOCS (Massively Open Online Courses) to Develop Intentional CoPs (Communities of Practice) in Organizations.
To MOOC or Not to MOOC? This paper examines and demonstrates how effective MOOC was in helping to foster CoPs in Catholic Youth Ministries. Additionally, the major learning elements within the MOOC will be examined including analytics for how participants engaged in various elements. I will include a comparison of the results of a pre-MOOC Survey and post-MOOC Evaluation, as well as analysis as to why learners participated and how they engaged in learning through the MOOC.

Shutters West 2:
David Odom, Grace University—Teaching CREATIVELY with Smartphones
Research suggests that using smartphones offers more educational potential than simply accessing resources. I will explain and demonstrate several ways I use smartphones in a college classroom and seven to ten (depending on time) learning activities using texting, smartphone apps, and web sites. Learning activities included in presentation: live polling (Poll Everywhere), review exercises (Kahoot), classroom discussion starters (Twitter), content creation exercises (Instagram & YouTube), classroom administration (Remind), flipped classroom instruction (YouTube), and personal review exercises (SAS Flash Cards).

Shutters East 1:
Sam Baker, Corban University—Aiding Students in Sacred Discourse by means of VoiceThreading: Employing Media-Centric Formats in Faith Formation Learning Contexts.
VoiceThreads allow instructors and students to share and discuss documents, presentations, images, and audio and videos files online, via computers’ microphones & webcams, text messaging, phone conversation, or audio file uploads. Over fifty different types of media can be used. Whether a class is online, flipped, or face-to-face, the power of VoiceThreads helps guide students into broader expressions of learning than may be found in online text-only threaded discussions or classroom group discussions.

Shutters East 2:
Freddy Cardoza, Talbot School of Theology—Integration: Ministry, Technology, and Assessment
This best-practices session will show how to lead learners through 10 core learning outcomes while equipping them for ministry using multiple technologies. Syllabus, Analytic Rubrics, and other resources provided to all attendees. Discussion following presentation.

Great Room III:
Leonard Kageler, Nyack College—Survey Monkey in the Classroom
Clickers are expensive, and seeking participation and feedback during class, be it large or small, can be a challenge. The use of the free version of SurveyMonkey.com is a good tool to facilitate feedback and discussion. Any students who can get to the Internet via their phones can participate in the survey, and if there is Wi-Fi in your classroom, students with a computer or iPad can also participate.
Academic Presentation Session #5  Monday, 8:30—9:30AM

**Shutters West 1:**
**Freddy Cardoza, Talbot School of Theology—Research in Educational Technology**
This research provides a brief history of the Digital Renaissance, followed by the construction of a paradigm for Digital Natives’ (students’) needs for Digital Immigrants (teachers) to guide them through educational environments as co-learners in applied technology. The diverse educational settings in which technology is used will be explored, followed by a succinct Theology of Technology. The second half of the presentation includes an overview of 10 categories of educational technology tools that may be used for next generation teaching. Generous resources will be provided.

**Shutters West 2:**
**Paul Fleischman, National Network for Youth Ministry—How Unity Makes Us Better.**
We will examine strategic principles of collaboration that lead to greater fruitfulness in our personal and professional lives. Key examples from 30 years of experience will offer wisdom about vision, relationships, building trust and leveraging resources – all of which flows out of the kind of unity Jesus prayed for in John 17.

**Shutters East 1:**
**Adam Mearse, Trinity Evangelical Divinity School—Influences on the Development of Positive, Orthodox Understanding of Sexuality in Evangelical College Students.**
Evangelical college students were asked to reflect on the development of their own understandings of sexuality, as well as for their perspectives on how parents and church leaders should consider teaching sexuality. Theoretical influences of Peter Berger and Christian Smith are applied to a model for socialization of evangelical young people, specific to sexuality. The model emphasizes the need for teaching and socialization to be *relational, honest, consistent, and redemptive.*
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