

# Spiritual Depth of Knowledge

## A framework for spiritual growth

There are two models widely used to help education systems design standards for teaching. These models are 'Webb's Depth of Knowledge' and 'Bloom's Taxonomy.' These models are similar. They both highlight that experiences lead us into deeper understanding.

Here is a statement from the University of New England, "While Benjamin Bloom's taxonomy has served as the "go to" framework since the 1950s, it's Norman L. Webb's Depth of Knowledge system that has caught the attention of K-12 educators since the late 90s. His work continues to grow in popularity in higher education instruction as well."

<https://online.une.edu/blog/webbs-depth-of-knowledge-dok/>

Here are some more places:

[study.com https://study.com/academy/lesson/using-webbs-depth-of-knowledge-levels-in-the-classroom.html](https://study.com/academy/lesson/using-webbs-depth-of-knowledge-levels-in-the-classroom.html)

Better teacher academy <https://www.teachbetteracademy.com/p/depth-of-knowledge-free>

University of Connecticut <https://gcci.uconn.edu/2017/11/14/building-classroom-dialogue-using-webbs-depth-of-knowledge/>

The following descriptions are from the University of Nebraska medical Center:

Webb's Depth of Knowledge

Recall

Student recalls facts, information, define; identify; name; select; state; order; procedures, or definitions. one step

### Basic Application of Skill/Concept

Student uses information, conceptual knowledge, and procedures.  
apply; choose; compute; employ; interpret; graph; modify; operate; plot;  
practice; solve; use; two or more steps

### Strategic Thinking

Student uses reasoning and develops a plan or sequence of steps;  
process has some complexity.  
compare; contrast; correlate; differentiate; discriminate; examine; infer;  
maximize; minimize; prioritize; subdivide; test

### Extended Thinking

Student conducts an investigation, needs time to think and process  
multiple conditions of the problem or task. (The item/task generally  
requires several days or weeks to complete.)  
arrange; collect; construct; design; develop; formulate; organize; set up;  
prepare; plan; propose; create experiment and record data

<https://www.unmc.edu/mmi/training/sepa/teachers/teacher-resource-webb-bloom-taxonomy.pdf>

A shortened version could look like the following:

Level 1 - Define. Identify, name, and recall (memorizing)

Level 2 - choose, apply, use, practice (Experience)

Level 3 - examine, test, compare, contrast (learning from experience)

Level 4 - create, construct, formulate, design, propose (improving upon  
the experience)

## **Spiritual Depth of Knowledge**

We can take this formula and amend it toward spiritual growth and  
development. We can leave levels 1 and 2 the same. They are basic and  
the most simple.

Spiritual knowledge involves inward learning experiences. We become the lab subjects and the scientists. It is a personal and inwardly challenging experience involving new and different action. Growth will require new spiritual action with inward and spiritual evaluation. We will need to increase our awareness with our spiritual sensations around right and wrong, good and evil, love and fear, and more. The sensations are needed with reason using the Spiritual Elements.

## **Level 1 - Memorization**

Define. Identify, name, and recall the core Spiritual Elements. We can begin learning how to identify these elements within us. We can share together what they look like and discuss examples of real life situations where they have been displayed. We begin forming hypotheses around how such inward states (our attitude and beliefs) can be manifest outwardly, how they can create different effects within ourselves and others.

For example; We describe an intense situation in the news. We use the Spiritual Elements and discuss which ones might be present. This focus and discussion can help those involved become more aware of the elements, their possible consequences and influences, while teaching through experience discernment.

We can practice this lesson weekly to further our discernment ability. Because we each inwardly participate with these elements, we will likely raise our awareness of them as we practice this discernment exercise.

Even at this beginning level emotions are likely to be present. It's part of the experience. We must learn how we inwardly respond to and with our inward sensations. Our inward behavior (beliefs, perceptions, thoughts, and choices ) with such sensations can block, deny, and minimize our ability to grow awareness of our spiritual reality.

Inwardly within our faith, beliefs, and developed responses we can reflexively repress, deny, and avoid spiritual sensations. There are many various reasons for this.

Growing Spiritually will require an increased focus and participation with the Spiritual Elements. We must spend time observing these Elements

within ourselves in order to make appropriate adjustments with them for growth (self-examination, confession, repentance, etc.)

There are a lot of Spiritual Elements to learn.

Some of the Spiritual Elements we will already know and have a deep knowledge of them. The learning levels are fluid. We learn Spiritual Elements at different and multiple levels as we go.

Blaming, faultfinding, self-condemnation, rationalizing, excusing, fighting, justifying, and the like, can hinder the learning process. We must inwardly seek a humble and contrite inward state. We are to be clay for the potter. We must understand this state of being and see how it is good.

Ponder deeply the spiritual mindset and attitude of being humble and contrite. What is a humble and contrite spirit? What might it be like in our thoughts and responses? Review the Spiritual Elements for help.

Understand the Elements. Be able to define them correctly with the Bible.

Recall the Elements.

Distinguish what they are like in thoughts and behaviors. Use Biblical examples.

Discuss possible affects from participation and use. Begin pondering how to practice the elements.

Listen to testimonies from others who can share their experience in developing Elements of Righteousness while decreasing Elements of Evil. Learn how they did it.

In order to take captive our thoughts and conform them into obedience with God, we must first understand such thoughts. To help with this I created The Spiritual Elements. These models provides a quick glance to help us choose new thoughts. We can perform concordance searches with words and read scripture to help with our understanding.

Prayer, meditation, self-examination, confession, discussion, reflection, journaling, and inviting feedback from others are recommended wherever possible along the journey of our development.

## **Level 2 - Experience**

choose, apply, use, practice

The key difference with this model is that we are the test subjects. We learn the information and then apply it within us. The Bible, Twelve Steps, or other spiritual instructions must be applied in a way that we are changed.

Choose Elements of Righteousness to practice, discuss, and observe in others.

Identify and confess Elements of Evil we have experienced or practiced. Confess them with a trusted person and pray for willingness and strength to cease. This is an inward journey. We are reshaping our soul one step at a time making improved decisions to abide more in the vine, with God's healing Elements.

Continue learning consequences of all the Elements through practice, observation, and discussion,

Practice service and helpfulness to the group and those in it.

## **Level 3 - Learning from the experience**

Examine, test, and collect info from level 2. Compare and contrast beliefs, perceptions, and thought responses with evidence from application and use. (we practice level 3 while repeatedly performing level 2) (see 2 corinthians 10:5)

Mentor beginners in Group Level 2 and share personal experience

Share testimony with those in Levels 1 & 2

Continue examining self and making adjustments with the Elements building upon understanding.

## **Level 4 - Improving upon the experience**

Identify/propose flaws and errors in our faith (indicated in our thoughts, attitudes, and actions), apply corrective adjustments with the Spiritual Elements, design new ways to respond inwardly and outwardly with the Spiritual Elements, construct new inward thought messages & prayers incorporating the Spiritual Elements,

Gather data: we analyze ourselves using the Spiritual Elements, we witness how our attitude impacts ourselves and others, we watch for patterns, we learn from others as they participate with the elements.

We learn how the Spiritual Elements affect relationships, perceptions, and feelings. Share and discuss such findings with others.

## **Level 5 - Experience Spiritual Feeding of Souls**

Teaching, encouraging, and connecting with others. We can demonstrate the Elements of Righteousness. We can witness others come to life in the Spirit. We can tap into the vine and bring forth good fruit, fruit of which others can eat.

This level involves teaching with sincere truth and understanding by experience. We can share from our own personal experience levels 1 - 4 with emotional transparency. Helping others understand while applying love, empathy, patience, kindness, and mercy. We teach ideas and experience while practicing The Elements of Righteousness. We bring The Elements of Righteousness to life, which is always the best way to teach it.