17c   Why MAST Works – Walkthrough

(White board; slide deck or slides' images on paper [print in color if possible] – 30 min.)

Intro: In this session, we are going to talk about how the MAST steps were designed based on some specific ways God created the human mind to work. We discuss six ways in which our brain works.

1. The first is called the Cone of Experience. **[▶]**

Explain: God has created us in such a way that, the more kinds of interactions we have with information **[▶],** the more we learn and can use that information.

Read: [▶] Deuteronomy 17:18–19

Explain: In these verses, we see God's commands for a godly king's learning: he must not only write down his own copy of God's words, but also read them often and then act on them. The purpose of this was so that he could **learn** in the best way—in this passage, he would be learning to show reverence for God. We learn different amounts of information, then, based on different interactions with it.

Ask: How have you seen your own learning improve when you use information in different ways? *(For example, imagine just reading about how to do something, then having someone explain it to you, then watching someone demonstrate how to do it.)*

Explain: [▶] In Bible translation, before a draft is created, the three steps of Consume, Verbalize, and Chunk set the translator up to remember 90% or more of the information in the passage. The translator is then able to create **[▶]** a Blind Draft with minimal gaps.

Ask: How do you think translators' work differs as they use the steps more and more? *(Wait for responses and make a list.)* **[▶]** *(We have found in our experience that they become more comfortable with the process, more skilled in translating harder passages, can teach the process to others, and translate more quickly.)*

2. The second topic is about Sense and Meaning. **[▶]**

Explain: Information is retained and can be used when it makes sense and is meaningful.

Ask: [▶] Which of these two pictures has more meaning for you? [▶] Why?

Explain: Although both of these pictures make sense, they carry different amounts of meaning to people based on each person's experience, personality, past learning, perception, or preference.

[▶] In the first step of MAST, Consume, the translator is taking in a passage that makes sense. When the translator then [▶] Verbalizes the passage in his own language in step 2, he is demonstrating that it has meaning to him. Step 3, [▶] Chunk, also requires the translator to think about meaning as he is looking for natural breaks that *fit* the meaning. These initial steps make [▶] the Blind Draft step possible because meaningful information on the Scripture passage is retained.

Ask: [▶] **How many triangles do you see?** *(Wait for answers.)* Would you be surprised to find out that there are no triangles? So why do we see them?

Explain: We immediately look for triangles for two reasons: 1. We were asked to see triangles, so we try hard to do so, and sometimes we see them even in places where the whole image of a triangle does not appear. 2. We know from previous knowledge what triangles are and can recognize the implication of them in this image.

3. [▶] *Our minds apply previously learned information to new information to make it meaningful. This is called* **connecting the dots.**

Explain: When translators are creating their Blind Drafts, sometimes they "connect the dots" and translate based on their own understanding of the passage or from other things they know from Scripture and elsewhere. The checking steps help translators see places where they have connected the dots—[▶] where they have added information or made assumptions that cannot be supported by that Scripture. This is one reason that Step 6, Peer-edit, is so important: a second translator may see where the blind draft has made connections that are not in the passage.

4. Next we will talk about [▶] *short-term and long-term memory.*

Explain: Our memory has been designed by God to work in a specific way: Our [▶] **short-term memory** can only **hold** information for **5 to 7 minutes** before it replaces that with new information. Then we need to do something with that information, just like we talked about in the Cone of Experience. The most effective **use** [▶] of new information that we take in happens within the next **7 to 10 minutes**. We call this our **working memory**. If we do something with the new information in those 7 to 10 minutes, that information [▶] gets stored within our **long-term memory** so we can use it **later.**
    This is why timing is important in the drafting steps:
    Consume [▶] **uses short-term memory**, so it should only take **5 to 7 minutes** to read or hear one Scripture passage.
    Verbalize and Chunk [▶] **use working memory**, so they should directly follow the Consume step and be complete within **7 to 10 minutes**. Input/output theory explains this: that once a person has received "input," the confirmation of learning comes as they share what they have learned, or "output" their learning.
    The **Blind Draft** [▶] will be easier if these timeframes are followed. Taking longer may seem to help, but in fact the brain will be dumping information as we keep adding new.

Checking steps have no time limit [▶] because the passages of Scripture are not only written down, but they have been worked with and are now **stored in long-term memory.**

5. Now let's talk about [▶] how we think with both sides of our brain.

Explain: Each of our brains has been created with two different sides, and each of the sides has different strengths. **[▶]** *(Go through first list.)* **[▶]** *(Go through second list.)*

Ask: Which list best describes how you most readily think?

Explain: Most people have more strength using one side of their brain or the other, so the way you most often think may line up with one or the other of these lists. **[▶]** Yet we each think best when we are able to use both sides of our brains. This is called lateralization. You can imagine this working in the same way as using both sides of the physical body: although it is possible to get from one place to another by hopping on one leg, if we can use both legs to walk or run, things go much more smoothly.

Because of the advantages of lateralization, the drafting steps are designed to alternate between using strengths on each side of the brain **[▶]**, while the checking steps combine the use of both sides:

Step 1 – **[▶]** Consume—**left**
Step 2 – **[▶]** Verbalize—**right**
Step 3 – **[▶]** Chunk—**left**
Step 4 – **[▶]** Blind Draft—**right**
Step 5 – **[▶]** Self-edit—**left**
Step 7 – Peer-edit—**left** (for someone else)
Step 7 – **[▶]** Key Word Check—**both**
Step 8 – Verse-by-Verse Check—**both**

6. Finally, we are going to discuss [▶] higher-level thinking.

Explain: We call this diagram Bloom's Taxonomy. We see in it that learning begins at the lowest level of intaking new information and understanding it. For this new learning to be useful, it must be applied at the higher levels. Let's examine this using a simple example: **[▶]** a pencil. *(Pause after each for people to discuss.)*
1. The most basic level is just **remembering** information: **[▶] What is it?**
2. Next, we need to **understand** more: **[▶] What does it do?**
3. We then **apply** what we know, to think beyond just what we see on the surface: **[▶] What else could it be used for?**
4. Next, we can **analyze** our application: **[▶] Why would you use a pencil instead of a pen?**
5. We can **evaluate** what we have understood so far: **[▶] Does a pencil work for every writing need? Why or why not?**
6. Finally, we can **create** something new, based on all we have learned: **[▶] How can you improve the pencil?**

[▶] = This is a good place to click to the next part of the slide deck.   6/23/2023

When we apply this [▶] to the steps of translation, Consume starts at the most basic level, and then we work our way up, applying higher levels of thinking as the steps go on. The Blind Draft and the checking steps are all performed at the highest levels.

Let's go through the steps and consider which level of thinking is required at each:
1. [▶] Consume—**remember/understand.**
2. [▶] Verbalize requires **understanding.**
3. [▶] Chunking is **analyzing.**
4. Blind Draft—**understand** and **remember**, in order to [▶] **create**. The translator is recording Scripture in his own language for the first time.
5. [▶] The checking steps all happen at the higher levels of thinking.
   Self-edit—**apply, analyze**, and **evaluate.**
6. Peer-edit—**apply, analyze**, and **evaluate.**
7. Key Word Check—**analyze, evaluate**, and **create** (finding or borrowing words for new ideas).
8. Verse-by-Verse Check—**apply, analyze**, and **evaluate.**

<u>Confirm:</u> There has been much planning and thought put into how the steps of translation are done, and there are good reasons for their timing and order. The steps have been carefully designed according to how God has created our minds to work.