

Developing a Creator-based Worldview

*Presented to
Liberty University Faculty
9/15/2005
Dr. Steve Deckard*

The Need for a Model

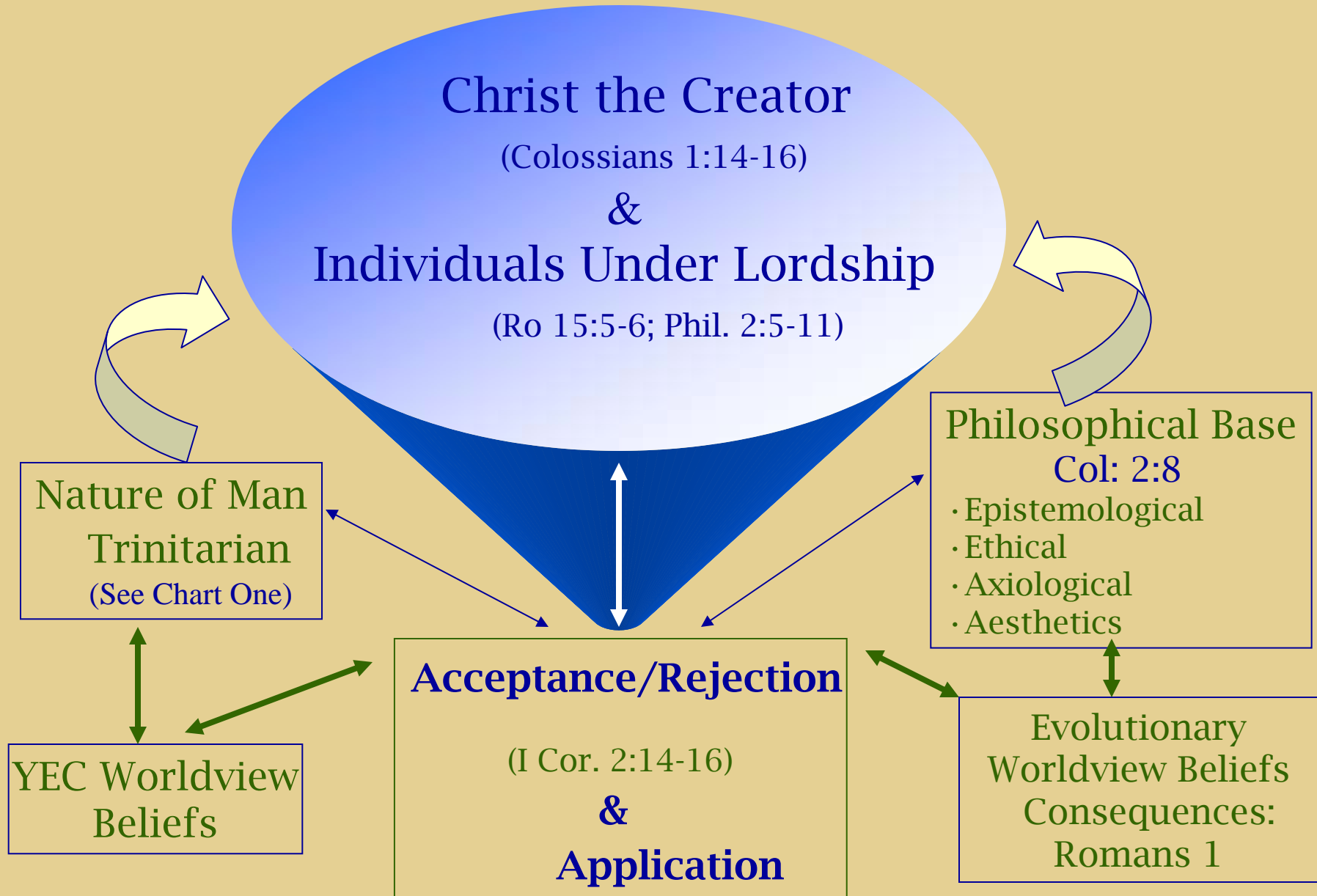
Humans cannot understand their God ordained created purpose without developing a Truth-based (objective) Worldview

For many developing such an objective-based understanding may include an understanding of the following:

- The Social Sciences
 - Education (public and private)
 - Psychology
 - Sociology
- Religion(s)
 - Christianity
 - All other religions
- Math & Science (including: earth science, astronomy, chemistry, biology, & physics).
 - Modern Medicine
- The Arts
- The Humanities
 - Earth History
 - History
 - Philosophy

Diagram A

Interaction of the Worldview Model Components



Christ the Creator and Individual Lordship

Christ is the one through whom *God created everything* in heaven and earth. *He made the things* we can see and the things we can't see--kings, kingdoms, rulers, and authorities. Everything has been created through him and for him. 17 *He existed before everything else began, and he holds all creation together.*

Other related scriptures: Gen 1:1, 4:19, 14:22, Deut 32:6, Eccl 12:1, Isa 40:28, Isa 43:15, Matt 19:4, Col 3:10, 1 Peter 4:19.

Faith is based in Ex Nihilo Creationism

By faith we understand *that the worlds were prepared by the word of God, so that what is seen was not made out of things which are visible* (Heb 11:3-4) NAS.

By faith we understand *that the entire universe was formed at God's command, that what we now see did not come from anything that can be seen* (Heb 11:3) NLT.

By faith we understand *that the world was created by the word of God, so that what is seen was made out of things which do not appear* (Heb 11:3) RSV.

By faith we understand *that the worlds were framed by the word of God, so that the things which are seen were not made of things which are visible* (Heb 11:3) NKJV.

The Word of God

In the beginning was the Word, and the Word was with God, and the Word was God. 2 He was in the beginning with God. 3 All things came into being through Him, and apart from Him nothing came into being that has come into being (John 1:1-3) NASU.

Christ the Creator and Individual Lordship (Continued)

Thus from an objective viewpoint we know that:

- *Christ is the Creator*
- *Christ is Eternal*
 - *Only God is eternal – no such thing as eternal matter*
- *This creator did the act of creating out of nothing*
- *All things were created by Christ operating as part of the Creative Trinity*
- *There is a relationship with this Creator*

Christ the Creator and Individual Lordship (Continued)

Having the Mind (attitude) of Christ

5 Now may the God who gives perseverance and encouragement grant you to be of the *same mind* (attitude) with one another according to Christ Jesus; 6 that with one accord you may with one voice glorify the God and Father of our Lord Jesus Christ (Rom 15:5-6).

5 Have *this attitude in yourselves which was also in Christ Jesus*, 6 who, although He existed in the form of God, did not regard equality with God a thing to be grasped, 7 but emptied Himself, taking the form of a bond-servant, and being made in the likeness of men. 8 And being found in appearance as a man, He humbled Himself by becoming obedient to the point of death, even death on a cross (Phil 2:5-8).

Acceptance/Rejection

New Testament View

14 But a *natural man does not accept the things of the Spirit of God; for they are foolishness to him, and he cannot understand them, because they are spiritually appraised.* 15 But he who is spiritual appraises all things, yet he himself is appraised by no man. 16 For who has known the mind of the Lord, that he should instruct Him? But *we have the mind of Christ* (1 Cor 2:14-16).

Old Testament View

For this is a people *without understanding*; so their *Maker* has no compassion on them, and their Creator shows them no favor (Isa 27:11).

Individual Worldviews:

- **Worldview:** The sum total of an individual's feelings, beliefs, memories, knowledge, and experiences used to interpret events, make decisions, and used as a framework to learn and thus serves as basis for behavior.
- In other words the worldview makes up the essence of the creature.
- This personalizes the concept of worldview as opposed to the contextualization of assumption based subjective worldviews such as Evolutionary Pantheism, Marxism, Communism, Buddhism, Hinduism etc, which are made up of a set of assumptions and beliefs used to describe a particular worldview.

Acceptance/Rejection

The Things of God

18 For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who suppress the truth in unrighteousness, 19 because that which is *known* about God is evident within them; for God made it evident to them. 20 For since the *creation of the world His invisible attributes, His eternal power and divine nature, (things of God) have been clearly seen*, being understood through what has been made, so that they are without excuse (Rom 1:18-20).

Acceptance/Rejection (Continued)

The Bottom Line

- “*The Things of God*” are known to all of mankind
- One of “*The Things of God*” (attribute) is that He is Creator
- Not all of mankind has accepted “*The Things of God*”
(specifically that He is Creator)
- The essence of whole matter is spiritual
- The natural man (not born again) cannot accept “*The Things of God*”
even though they are evident (known) to him

Chart One: The Triune Nature of Man

Component Name	Biblical Reference	Tenet
Hands-On	Hebrews 5:14 James 1:22-25	S9, B4, E (3,4)
Minds-On	Colossians 3:2 Romans 12:2 Philippians 4:8-9	S9, B4, E (1,3,4,6,8,10)
Hearts-On	Philippians 4:7 James 1:26 I Corinthians 2:14	S4,E (1,3,4,10)

S = Scientific Tenet

B = Biblical Tenet

E = Educational Tenet

Hands-on

Principle: Humans use their senses to gain knowledge about their Surroundings.

Corollary: Scientists (in all academic realms) must have faith in their Senses as confirmed in by Paul:

14 But solid food is for the mature, who because of practice have their **senses** trained to discern good and evil (Heb 5:14). NAS

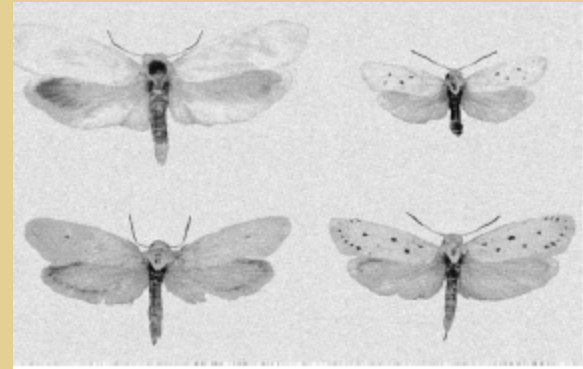
Hands-on (continued)

The Greek word for senses is *aistheterion* which can be translated as an *organ of perception* this ties Hebrews 5:14 to the Hands-on component of the worldview model. Interestingly, the senses are not tied to just discernment. John 20:26-29 indicates that the senses can be used to evaluate and gather evidence.

What type of evidence might be of value in discerning good and evil?

Hands-on (continued)

An Example can be observed in the Yucca moth and Yucca plant relationship.



Hands-on (continued)

The Yucca plant and moth (shown on the previous slide) can be used to illustrate aspects of using our senses to gather evidence for teleology (a branch of philosophy dealing with purpose and design).

They also illustrate creationist tenets two, three, and nine. These deal with the issues of biological life being created supernaturally in a fully functional form, and evidence of design and purpose.

The flower of the yucca can be fertilized by no other insect, and the larva of the moth has no other source of food. The female moth uses specially designed mouth parts to gather pollen from one yucca flower, flies to another yucca flower, and inserts the pollen mass onto the pistil along with four or five eggs. Larvae of the moth eat about half of the 200 seeds produced. The plant benefits from seeds produced by the fertilization, and the moth larvae benefit from the surplus food supply.

Hands-on (continued)

This example logically illustrates the moth and the yucca must have been created at the same time. The question was asked, "Could one have evolved before the other?" This question is posed because evolutionary theory places insects on the earth several million years before the arrival of flowering plants such as the yucca. The Yucca plant and moth, when considered from a teleological perspective, speak volumes about "things that are made" (Romans 1:20, 25).

This example contrasts the natural man's mindset with the spiritual man's understanding of the things "God made" (I Corinthians 2:14-16). The alliance between the yucca plant and the yucca moth (*Tegeticula*) demonstrates God's design and purpose within a remarkable mutualistic relationship known as symbiosis.

Hands-on (continued)

Symbiosis requires a 24-hour day.

Symbiosis is a biological term describing a mutually beneficial relationship between two types of creatures. According to Genesis 1, plants were created on the third day (vv. 9 - 13), birds on the fifth day (vv. 20 - 23), and insects on the sixth day (vv 24-25, 31). Plants could have survived for 48 or 72 hours without the birds and the bees, but could they have survived 2-3 billion years without each other according to the day-age scenario? Many birds eat only insects. Could they have survived a billion years while waiting for the insects to evolve?² Hardly.

From: Theistic Evolution and the Day-Age Theory (#81) by Richard Niessen

Minds-on

Objective-base: Colossians 3:2, Romans 12:2, Philippians 4:8-9

- Set your *mind* on the things above, not on the things that are on earth (Col 3:2)
 - And do not be conformed to this world, but be transformed by the *renewing of your mind*, that you may prove what the will of God is, that which is good and acceptable and perfect (Rom 12:2).
 - Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, *let your mind dwell on these things*. 9 The things you have learned and received and heard and seen in me, practice these things; and the God of peace shall be with you (Phil 4:8-9).
-
- We are to set our minds, renew our minds and let our minds dwell on the things of the Lord.

Hearts - on

The worldview of high school and college students is important to teachers. For example:

College and High school students' beliefs regarding origins are very important. Many of these students claim to believe in a supernatural theistic Creator. Many also report a born-again experience and would thus hold to having a personal relationship with the Creator. Such a relationship impacts all aspects of their personal life and worldview.

Hearts – on (continued)

The Scriptures reveal (I Corinthians 2:14-16 and Romans 1:20) that there exists a dichotomy between those that believe the Creation account and those who do not. Only the truly born-again believer is able to take every thought and attitude and compare it to the thoughts and attitudes of the Creator Jesus Christ (II Corinthians 10:5 and Colossians 1:16). Accepting this God-ordained worldview is vital to a correct view of the clash between Biblical theism and naturalism—a clash between two all encompassing worldviews, a "Creationist Worldview" and an "Evolutionary Worldview."

Nature of Man: Putting it all together

- The physical (hands-on is tied to the rest of the nature of man)
- Therefore be careful how you walk, not as unwise men, but as wise, making the most of your time, because the days are evil.
- As we have seen the “natural man” operates in the foolish realm, whereas the “spiritual man” renews his mind and gets his mind focused.
- So then do not be foolish, but understand what the will of the Lord is.

This is all accomplished through the spiritual realm

18 And do not get drunk with wine, for that is dissipation, but be filled with the Spirit, Eph 5:15-18.

Note About Tenets:

Both the scientific and Biblical tenets are from *Impact Article #84* found at www.icr.org.

Educational tenets– from the book: *Developing a Creator-Centered Worldview* by Deckard & DeWitt. They are modified from an ICR Impact article (by Deckard) also found at www.icr.org.

Chart Two: The Triune Epistemological Base

Knowledge Name	Biblical Reference	Tenet
Unchanging	Colossians 2:3	E 10
Tenative	Romans 1:21 II Peter 3:18 II Peter 1:5	E 10
Undiscovered	II Timothy 3:7, Deut. 29:4, Prov. 14:6, Isa. 30:10-11, Ezek. 14:4-10, Matt. 13:11, John 3:20-21, John 5:44, I Cor. 3:1-4, Eph. 4:14, II Tim. 4:3-4	E 10

S = Scientific Tenet

B = Biblical Tenet

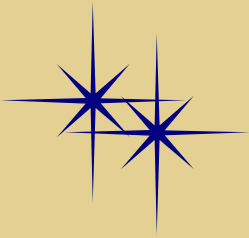
E = Educational Tenet

The Triune Epistemological Base

Educational Tenet #10:

It is imperative that a teacher understand knowledge consists of a trichotomy: a) a certain percentage of knowledge is unchanging, b) a certain percentage is tentative, and c) a certain percentage is undiscovered.

Such a distinction is also true in the spiritual realm, thus to some extent spiritual and knowledge beliefs change over time. It is this change and development that the teacher can effect in Christ-honoring manner.



Key Absolute



**No Idea in the History of human thought
has ever made more difference than the idea of
creation**



The Triune Epistemological Base

A student's worldview is an important determinant regarding the learning of specific knowledge (I Corinthians 2:14-16). This is true in all the academic disciplines. Worldview development should be an integral part of true education.

Extracted from Educational Creationist-based Tenet One.

Ethical Base

Determination of What is Right and Wrong

“Ten Commandments”

God’s Commandments
Throughout Scripture

The Great Commission

Determination of
Purpose in Life

Worldview I

Purpose Driven Life

“Example
Paul”

II Cor 1:1-26

God Powered (10, 14)
Spirit Lead (22)

Dependent on:
God's Grace (2, 12, 21)
Christ (5, 10, 14)
Prayer (11)

Determination of
Purpose in Life is Key

Worldview II

Fleshly View

“The beatings will
continue until the
morale improves”

Attitude of the world

Things of the flesh rear
their ugly head.
Now the things of the
flesh are evident:
Galatians 5:19-22

Lack of Determination
of
A correct Life Purpose



**The Effects of
Ignoring
Absolutes**

Worldview Confusion

Worldview Stats For U. S. Population

- 4% have a biblical worldview
- 7% of all Protestants
- 9% of “born again” Christians
- 13% of Nondenominational Christians
- 10% Pentecostals
- 8% Baptists

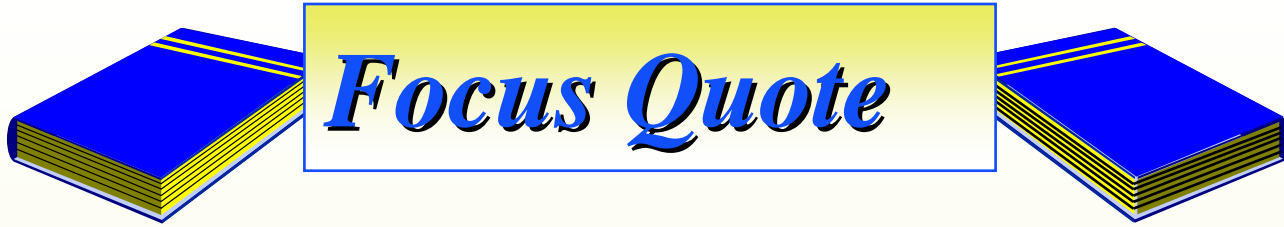


Focus Quote

Biology

*[and all other major disciplines of
Western thought]*

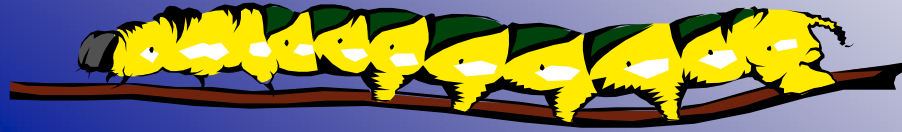
**began a major change in paradigm
a little over a century ago
with the *general acceptance*
of Darwin's theory of evolution
by natural selection.**



Biology [and all other major disciplines of Western thought]
began a major change in paradigm
a little over a century ago
with the general acceptance
of Darwin's theory of evolution by natural selection.

**The change over
has taken a long time
because it *required*
abandoning many
components of a different
*worldview.***

Focus Quote (1)



The pre-Darwinian world
was thought to be a *young one*
in which living organisms
had been created
in essentially their current forms.
The Darwinian world
is viewed
as an ancient one.

Focus Quote (2)



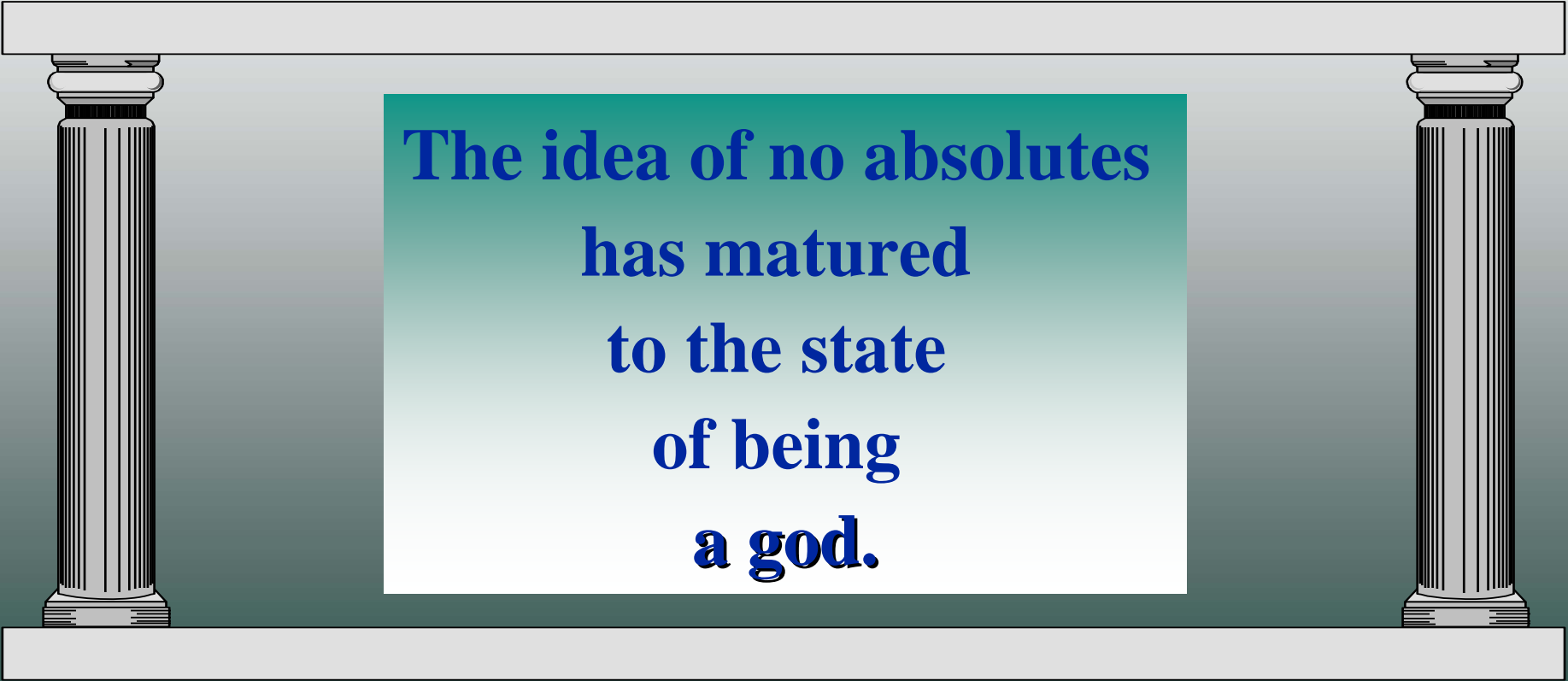
Acceptance of this paradigm
involves
not only the acceptance
of the process of natural selection,
it also involves
the view that the living world
is constantly evolving,
but *without any future goals.*

Purves and Orians, *Life: The Science of Biology*



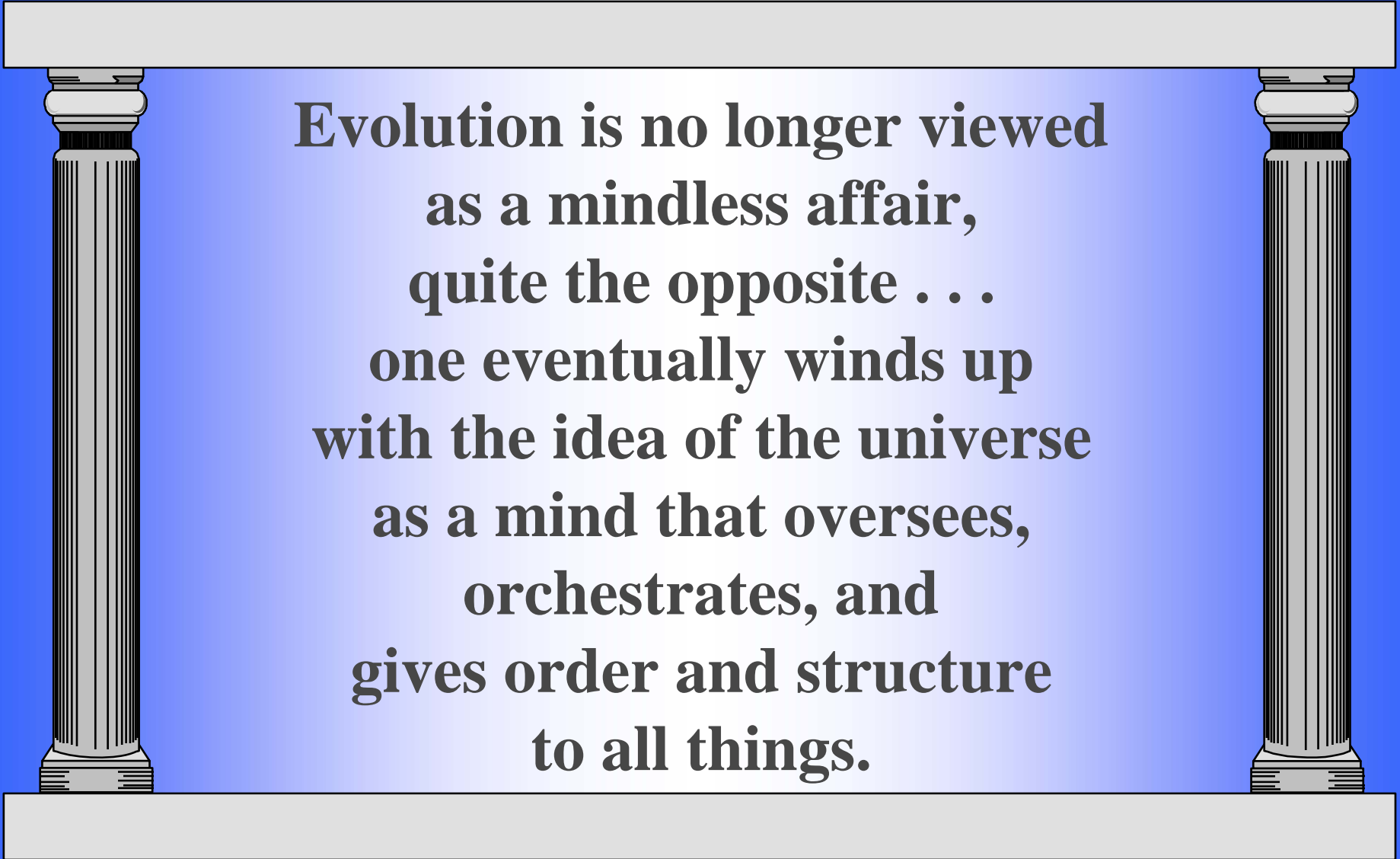
**Implications of
Ignoring
Absolutes**

Ignorance of Importance of Absolutes



**The idea of no absolutes
has matured
to the state
of being
a god.**

Lack of Absolutes All Encompassing (2)



**Evolution is no longer viewed
as a mindless affair,
quite the opposite . . .
one eventually winds up
with the idea of the universe
as a mind that oversees,
orchestrates, and
gives order and structure
to all things.**

Absolutes Do Not Exist

(3)

We no longer
feel ourselves
to be guests
in someone else's home
and therefore
*obliged to make our behavior
conform
with a set
of preexisting cosmic rules.*



Focus Quote

Biology

*[and all other major disciplines of
Western thought]*

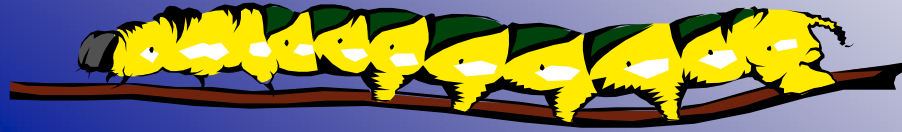
**began a major change in paradigm
a little over a century ago
with the *general acceptance*
of Darwin's theory of evolution
by natural selection.**



Biology [and all other major disciplines of Western thought]
began a major change in paradigm
a little over a century ago
with the general acceptance
of Darwin's theory of evolution by natural selection.

**The change over
has taken a long time
because it *required*
abandoning many
components of a
*different worldview.***

Focus Quote (1)



The pre-Darwinian world
was thought to be a *young one*
in which living organisms
had been created
in essentially their current forms.
The Darwinian world
is viewed
as an ancient one.

Focus Quote (2)



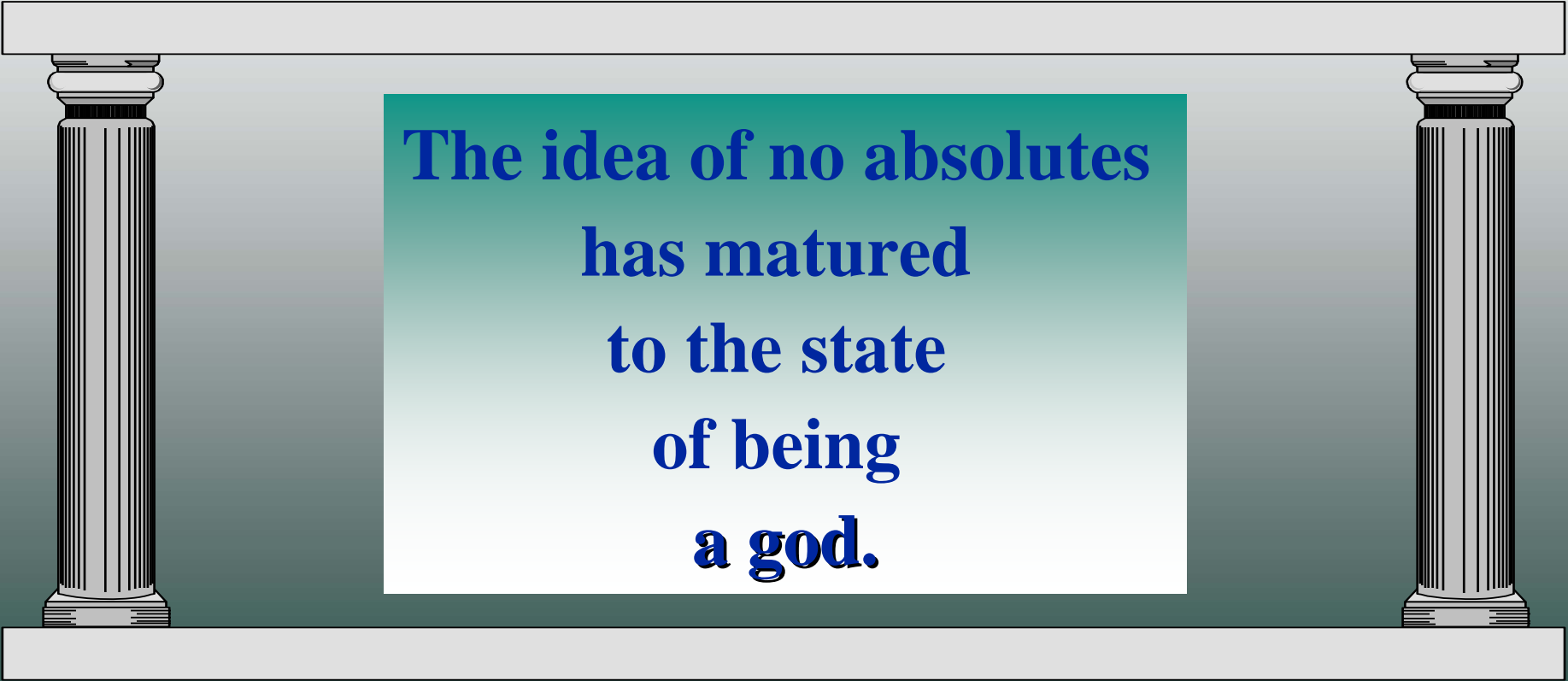
Acceptance of this paradigm
involves
not only the acceptance
of the process of natural selection,
it also involves
the view that the living world
is constantly evolving,
but *without any future goals.*

Purves and Orians, *Life: The Science of Biology*



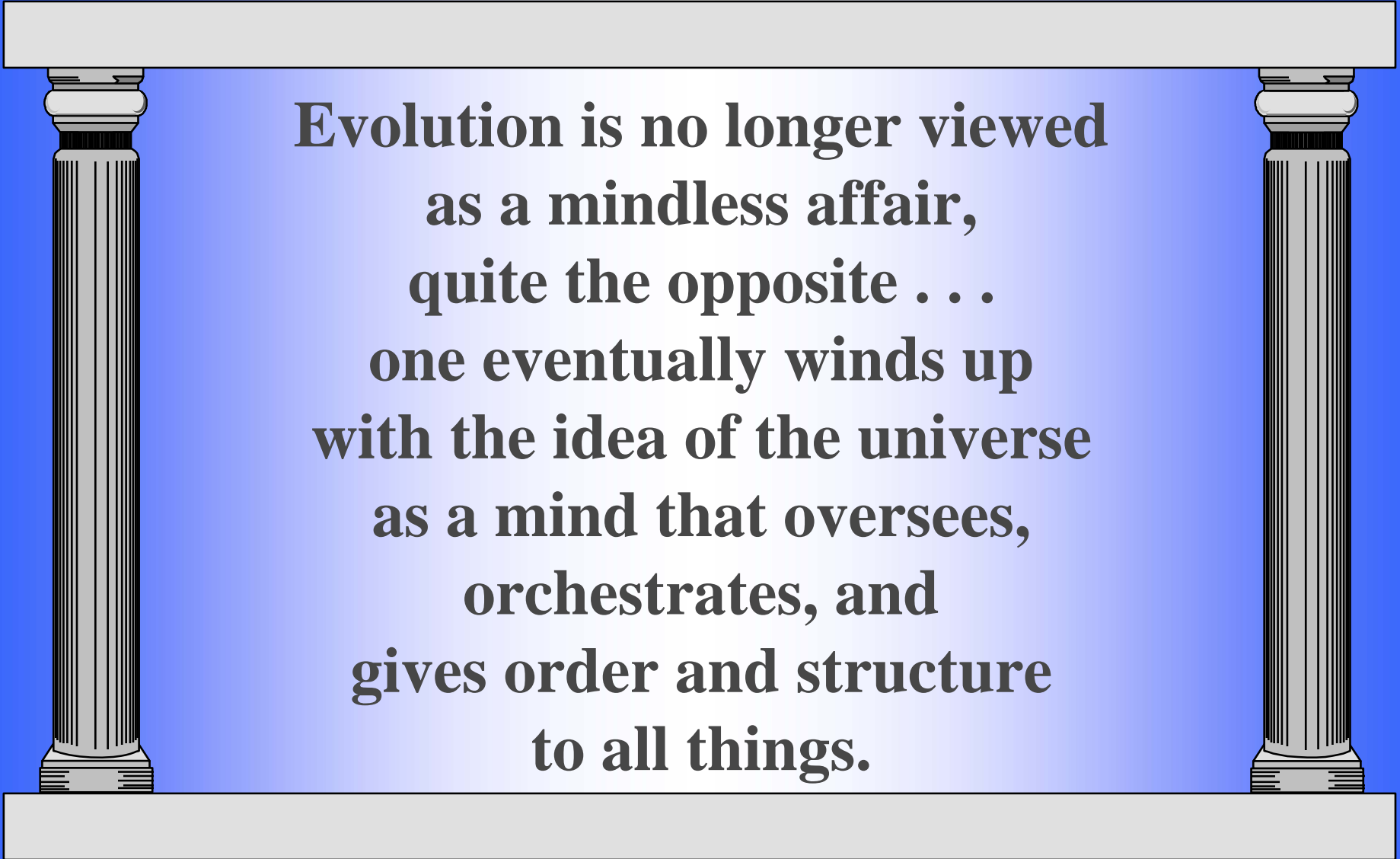
**Implications of
Ignoring
Absolutes**

Ignorance of Importance of Absolutes



**The idea of no absolutes
has matured
to the state
of being
a god.**

Lack of Absolutes All Encompassing (2)



**Evolution is no longer viewed
as a mindless affair,
quite the opposite . . .
one eventually winds up
with the idea of the universe
as a mind that oversees,
orchestrates, and
gives order and structure
to all things.**

Absolutes Do Not Exist

(3)

We no longer
feel ourselves
to be guests
in someone else's home
and therefore
*obliged to make our behavior
conform
with a set
of preexisting cosmic rules.*

Man Makes the Absolutes (4)

A classical architectural frame consisting of two fluted columns supporting a horizontal beam. The columns are positioned on the left and right sides of the frame, and the beam spans across the top. The background is a light blue gradient.

It is our creation now.

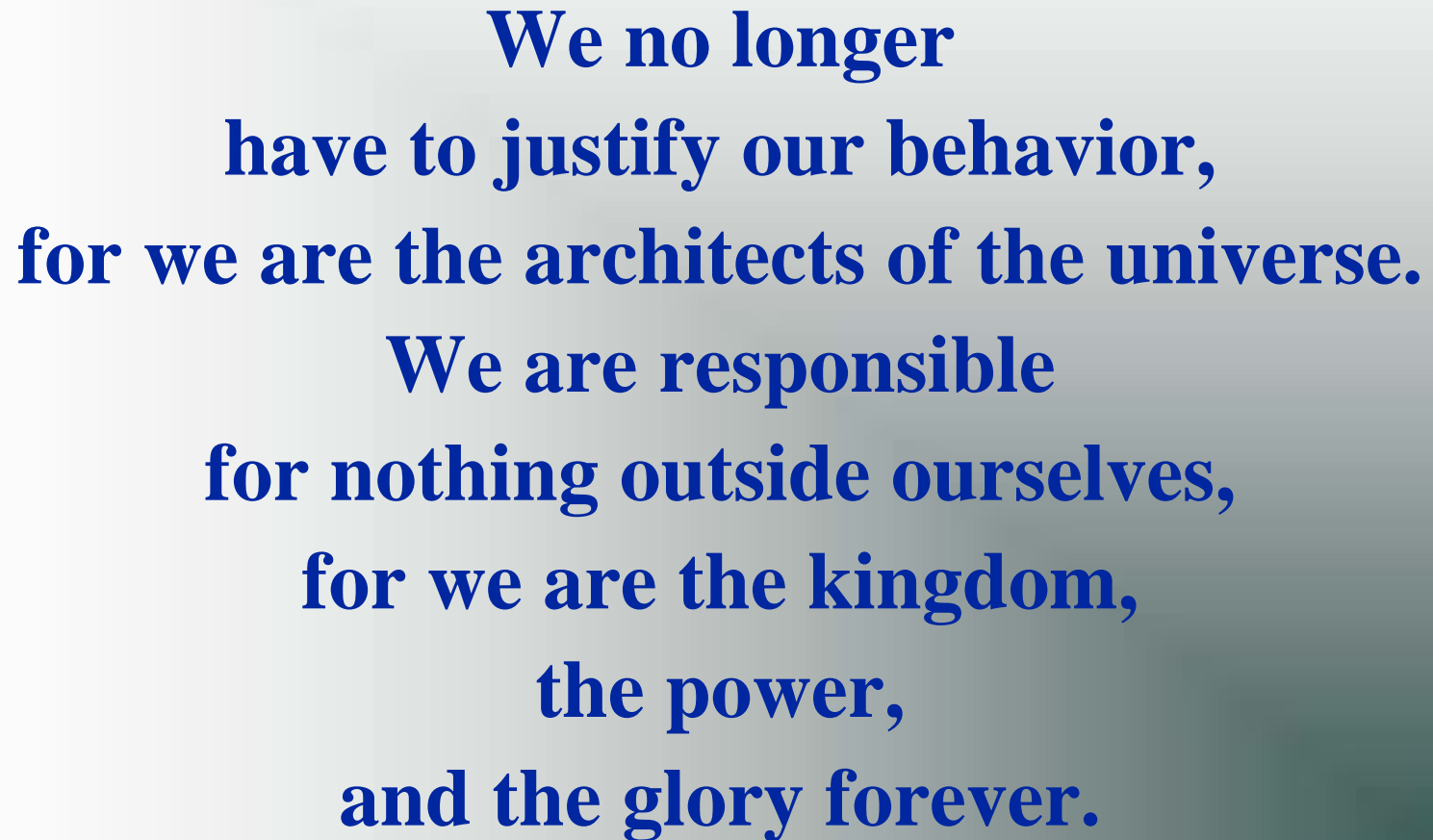
We make the rules.

We establish the parameters of reality.

We create the world.

**And because we do,
we can no longer feel beholden
to outside forces.**

Man Taking Over-- Leads to Blasphemy (5)



**We no longer
have to justify our behavior,
for we are the architects of the universe.
We are responsible
for nothing outside ourselves,
for we are the kingdom,
the power,
and the glory forever.**

Applying the Model to LU

- Learning outcomes based on the nature of man will be of three types
- This addresses the nature of man issue
- Some learning outcomes will be Hearts-on and will require other methods of evaluation such as anecdotal.
- Some learning outcomes will fit the secular view and be measurable (Hands-on and some Minds-on)

Nature of Man (Application)

Because the makeup of a learner mirrors the Creator it is Trinitarian in nature. The learner uses the senses, the mind, and the spirit in all facets of learning. Complete learning encompasses hands-on (senses), minds-on, and hearts-on (use of spiritual discernment) components. All three components must be in harmony with the Creator for true and complete learning to occur.

This would indicate that effective teaching address all three components of the learning model.

From: **A Call to Arms for Conservative Christian Science Educators**
(#306) by Steve Deckard, Ed.D.

Nature of Man & Assessment (Application)

Assessment and testing (examinations) in all realms of education should focus on the content being taught and the learner characteristics. Among these are: (1) testing of factual knowledge; (2) testing of student's understanding of God's creation and its purpose and function; (3) testing of the specific development of the student's worldview; and (4) the testing of the student's abilities in the all three component areas.

From: A Call to Arms for Conservative Christian Science Educators (#306) & Worldview Studies Book I: Developing A Creator-Centered Worldview.

Knowledge Based Learning Outcomes

- Some learning outcomes need to be written in terms of their unchanging nature
- These would be Biblical doctrinal based outcomes
- Some objectives would be written in manner that reflect the tentative nature of some knowledge

Example of a Learning Outcome Based on the Funnel-Model

- The educational leader is able to see how man fits into the model in terms of learning and the nature of the learner.

**How would we
go about this?**



Example of a Learning Outcome Based on the Funnel-Model

- The Educational Leader is able to identify levels of knowledge based on the model.

**How would
we go about
this?**



Application of Model

In EDUC 708 “**Qualitative & Quantitative Research Methods**” course as part of the content I have a link to the slides from this model.

The students are given the following instructions:

Research is done within the context of a personal worldview. This model is useful in showing the students the many connections that are present when thinking about research from a Biblical - Creationist worldview. Refer to this model often and use it in the development of your proposal. Also, as a reminder the comprehensive exam requires that you write from a Christian perspective while integrating a Biblical worldview. The model is also useful in helping you to think from a Biblical perspective.

Example of a Learning Outcome Based on the Funnel-Model

- The Christian educational leader is able to determine ways to assess people who they supervise and students in all three realms of the “nature of the learner” model. This implies that teachers and other personnel are part of a learning community and are thus considered to be learners.

**How would
we go about
this?**



- This would require going beyond the secular measurement based model.

