

“Thinking About Learning: Teaching God’s Children

Kannapolis Church of Christ

Overview

- Introduction
- From the beginning
- Classroom management
- Brain-based learning
- Classroom instruction



Introduction



Construction

- **Blueprint: The Holy Word of God**
- **Foundation: The Teacher's Faith**
- **Framework: The Curriculum Handbook**
- **Structure: Classroom instruction and management**
- **Design: The natural learning process**

Objectives

- **To briefly describe the components of an effective classroom**
- **To briefly examine the principles of brain-based learning**
- **To briefly examine the link between brain-based learning and classroom instruction**

Our Focus

- **An educator not a neurologist.**
- **Our emphasis is not to explain the science of learning but to examine the characteristics of brain function and discover the principles of learning and instruction.**
- **We will identify the sources that will help to answer the science questions**

Principles of Ephesians 4:11-16

- The only focus of our Bible School Ministry is the spiritual growth of our children & adults.
- Christ only is that standard & measure.
- This growth cannot happen without effectively learning God's Truth.
- God's design, purpose, & command for that learning & its growth is that all of us will live the saint's life and work the saint's ministry.
- This ministry will then effect the social and cognitive development of us all.

Adult Learners

- **The Potted Plant Principle**
- **Teaching children to be successful learners requires their teachers to model successful learning (Matthew 5:13-16).**
- **Highest potential – teachers who develop a resilience for change.**

Fundamental Perspective

- The intent of any instruction: to engage the learner!
- Any instructional strategy – no matter how unusual – that engages the student who successfully learns is effective because it works
- The question becomes “Why does it work?”



● The Beginning

Gregory's Seven Laws of Teaching

- The law of the Teacher
- The law of the Learner
- The law of the Language
- The law of the Lesson
- The law of the Teaching Process
- The law of the Learning Process
- The law of Review and Application

A Framework

- Establish high expectations
- Consistent flexible routine
- Honest & respectful relationship with your students
- Mastery of Bible knowledge
- Mastery of best practices
- Supportive peer relationships

Invite Them to Learn

- **Classroom Organization**
- **Classroom Appearance**
- **Teacher Behavior**
- **Teacher Presence:**
 1. **Physical presence**
 2. **Verbal presence**
 3. **Mental presence**



Classroom Management



The Three-Legged Stool Principle for Classroom Management

- **The three legs of classroom management are:**
 1. **Teacher-Student Relationship**
 2. **Expectations & Rules**
 3. **Instructional Strategies**
- **External influences are:**
 1. **Church Environment**
 2. **Personal, Family, & Peer Dynamics**
- **Anyone of the legs are missing?**

The Three-Legged Stool Principle for Student Conduct

- **The three legs of student conduct are:**
 1. I am Humble
 2. I am Respectful
 3. I am Learning
- **External influences are:**
 1. Adult Expectations
 2. Home dynamics


Elements of Classroom Management

- **Rules & procedures set up your expectations**
- **High-on-task instruction sets up your structure**
- **Disciplinary intervention sets up your protection of the learning process.**

- **Student's personal responsibility sets the student up to succeed**
- **Teacher Presence is the keystone all If effective classroom management**
- **All of your students must clearly see & understand that you are the teacher and that you are the adult**
- **Never forget to engage & involve the parents**
- **The eldership? (Mat.5:13-16, Acts 20:28-31, Eph.4:11-16)**

Implications for Your Classroom

- **Rules & procedures regulate the situations, thoughts and emotions regulate the person**
- **Instructional strategies that stimulate & engage the student's mind give the student the purpose & tool s/he needs to focus on & attend to the learning.**

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- **The successful learning environment is a challenging and interactive process.**
 - **Learning & the teaching which produces that learning is an on going process of constant change.**
 - **These implications will facilitate classroom management for effective learning.**

We will take a closer look at this in the next section.







Brain-Based Learning



Physical Characteristics of the Human Brain

- **By God's design**
- **Adult brain weighs approx 3 lbs. & consists of:**
 1. 78% of the body's water
 2. 10% of the body's fat
 3. 8% of the body's protein
- **Consists of 2% of the body's weight yet it consumes 20% of body's energy & oxygen**
- **Est. that it requires 8-10 glasses of water a day for optimum function.**

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- **Thinking occurs by the brain transmitting information as electrical impulses when one neuron (the thinking cell) connects with another @ a rate of 200 mph.**
 - **Each new thought connection forms a new thought path** (next slide)
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Thinking Paths

- **Mylenation**
- The formation of a fatty sheath on & around the axion of the neuron (the connecting stem passes the electrical impulse from one neuron to another)
- A new layer is added each time that same thought path is used
- So, every time we use the same thought path(think the same thought) the more permanent that thought becomes.

Fundamental to Learning #1

**The more we think the same
thought
the easier & easier it
becomes
to think that thought!!!!**

Fundamental to Learning #2

How the brain works:



Stimulation starts the learning.

Stimulation is sorted & processed.

**Stimulation becomes memory & stored
where it makes sense to the brain &
can be easily activated.**

The Brain's Learning Characteristics

- **Powerful ability to rewire itself, to change its own mind**
- **Highly interactive, creative, creating adaptations**
- **Interacts @ once with its imagination, thought, memory, emotion, predisposition, & physiology.**
- **Constantly organizes & reorganizes what it has learned**

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- **Thinking & learning a new thought is inhibited when it feels restricted or threatened.**
 - **Pattern maker**
 - **Always pay attention to its entire environment; it must be focused on what we want to learn**
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Fundamental to Learning #3

The brain is an active participant in its own learning!!!!

The brain learns when it is stimulated to learn and focused on what it is stimulated to learn!!!!

Implications for Instruction

Implement instructional strategies that: (2 Cor.10:1-6)

- 1. Access the memory**
- 2. Challenge existing thought paths (patterns)**
- 3. Challenge the imagination**
- 4. Allow the brain to process**
- 5. Provide practice and feedback**

The Nine Teaching Concepts

- Free & safe climate
- Focus the student
- Challenge the thinking
- Activate the memory
- Feedback the mind
- Allow Processing
- Practice new learning
- Access self expression

Fundamental to Learning #4

**God wrote the Holy Scriptures
so that we could understand
and learn them to live them.**

**He designed our minds;
He knows how to engage them.**

(Psalms 139)

**Examine the many ways God revealed
himself to us in his written word.**

How did God reveal Himself?

- Creation (Genesis 1, Psalm 8 and 19)
- Jesus (John 1, Hebrews 1, 1 John 1)
- Believers (Matthew 5-7)
- His written Holy Word:

1. Story

2. Poetry

- 3.

- 4.

- 5.

- 6.

- 7.

Teaching All Children



**“Kids are not committed to programs,
kids are committed to people”**

