

Seven Laws of Teaching

Sunday School Workshop

This workshop is a book review of two essential resources:

“The Seven Laws of Teaching” by John Milton Gregory in 1884 but available in print today with timeless content.

“Teaching To Changes Lives” by Dr. Howard Hendricks with *Seven Proven Ways to Make Your Teaching Come Alive*. Published 100 years after Gregory, and building on his timeless Seven Laws of Teaching.

Both readily available, new or used at
www.amazon.com

Seven Laws of Teaching Twice

“The Seven Laws of Teaching”
by John Milton Gregory

Law of the Teacher

Law of the Learner

Law of the Language

Law of the Lesson

Law of the Teaching Process

Law of the Learning Process

Law of the Review and
Application

“Teaching To Change Lives”
by Dr. Howard Hendricks

Law of the Teacher

Law of the Education

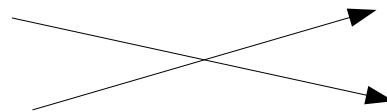
Law of the Activity

Law of the Communication

Law of the Heart

Law of the Encouragement

Law of the Readiness



Law of the Teacher

A. Law - A teacher must know that which he would teach.

B. Rule - Know thoroughly and familiarly the lesson you wish to teach --teach from a full mind and a clear understanding.

C. Rules for teachers

1. Prepare each lesson by fresh study.
2. Find in the lesson its analogies to more familiar facts and principles.
3. Study the lesson until it takes shape in familiar language.
4. Find the natural order of the several steps of the lesson from the simplest notions to the broadest views.
5. Find the relation of the lesson to the lives of the learners.
6. Use freely all legitimate aids.
7. Complete mastery of a few things is better than an ineffective smattering of many.
8. Have a definite time for the study of each lesson, in advance of the teaching.
9. Have a plan of study, but do not hesitate to study beyond the plan.

Law of the Teacher Cont

C. Rules for teachers (Cont)

10. Do not deny yourself the help of good books on the subject of your lessons.
 - a. Do not read without thinking.
 - b. Talk the lesson over with an intelligent friend.
 - c. Write out your own views.

D. Violations and Mistakes

1. He may think that in any event he will know much more of the lesson than the pupils, and his ignorance will pass unnoticed. The cheat is almost sure to be discovered.
2. Teaching is not merely "hearing lessons."
3. Looking hastily through the lesson to gather enough to fill the period.
4. Using the lesson as a mere framework upon which to hang some fancies of their own.
5. Claiming extensive study and profound information, which he has not the time to lay properly before the pupils.

Law of the Learner

- A. Law - A learner must attend with interest to the material to be learned.
- B. Rule - Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach with out attention.
- C. Rules for teachers
 1. Never begin a class exercise until the attention of the class has been secured
 2. Pause whenever the attention is interrupted or lost - wait until it is completely regained.
 3. Never wholly exhaust the attention of your pupils.
 4. Adapt the length of the class exercise to the ages of the pupils
 5. Arouse attention when necessary by variety in your presentation.
 6. Kindle and maintain the highest possible interest in the subject.
 7. Present those aspects of the lesson that correspond to the ages and attainments of the pupils
 8. Appeal to the interest of your pupils.
 9. Refer to the favorite stories, songs, and subjects of the pupils.
 10. Look for sources of distraction and reduce them.
 11. Prepare beforehand thought-provoking questions. (Socratic Teaching Method)

Law of the Learner Cont

C .Rules for teachers (Cont)

12. Make your presentation as attractive as possible.
13. Maintain and exhibit in yourself genuine interest in the lesson.
14. Make good use of your eyes and hands. Pupils will respond to your earnest gaze and your lifted hand.

D. Violations and Mistakes

1. Class is started before the attention of the pupils has been gained.
2. Pupils are urged to listen after their power of attention has been exhausted.
3. Little or no effort is made to discover the tastes or experiences of the pupils
4. Killing the power of attention in their pupils by failing to use any fresh inquires or any new, interesting statements to stimulate interest in the subject.

Law of the Language

A. Law - The language used as medium between teacher and learner must be common to both.

B. Rule - Use words understood in the same way by the pupils and you -- language clear and vivid to both.

C. Rules for teachers

1. Learn the pupils' words and the meanings they give these words.
2. Learn what the students know about the subject, and how they express it.
3. Express your self as much as possible in the language of the pupils.
4. Use the simplest and fewest words that will express your meaning.
5. Use short sentences and the simplest construction.
6. If the pupil does not understand repeat your thought in other language.
7. Help the meaning of words by illustrations taken from the pupils' experience.
8. When it is necessary to teach a new word give the idea before the word.
9. Try to increase both the pupil's vocabulary and understanding.
10. Encourage pupils to talks freely.

Law of the Language Cont

C. Rules for teachers (Cont)

11. Make haste slowly. Make sure a word is learned before introducing a new one.
12. Frequently check the pupils understanding of the words he uses.

D. Violations and Mistakes

1. Do not mistake an attentive look for understanding.
2. Truly check for understanding. A pupil may say he understands when he does not.
3. Covering teacher ignorance with big words.
4. Do not expect pupils to ask for explanations.
5. Not getting the pupils to express back the new words.
6. Not realizing how limited most pupils vocabularies really are.
7. Not realizing that much of what is taught is outside the experience of the pupils.

Law of the Lesson

- A. Law - The lesson to be mastered must be explicable in terms of truth already known by the learner -- the unknown must be explained by means of the known.
- B. Rule - Begin with what is already well known to the pupil upon the subject and with what he has himself experienced -- and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.
- C. Rules for teachers
 1. Find out what your pupils know of the subject that you wish to teach them.
 2. Make the most of the pupils' knowledge and experience. Let them feel its extent and value as a means to further knowledge.
 3. Encourage your pupils to clear up and freshen their knowledge by a clear statement of it.
 4. Begin with facts or ideas that lie near your pupils' knowledge and experience.
 5. Relate every lesson as much as possible to former lessons.
 6. Arrange your presentation so that each step of the lessons shall lead easily and naturally to the next.
 7. Proportion the steps of the lesson to the ages and attainments of your pupils.
 8. Find illustrations in the commonest and most familiar objects suitable for the purpose.
 9. Lead the pupils themselves to find illustrations from their own experience.
 10. Make every new fact or principle familiar to your pupils. Make them comfortable with it.

Law of the Lesson Cont.

C. Rules for teachers (Cont)

11. Urge the pupils to make use of their own knowledge and attainments to find or explain other knowledge.
12. Make every advance clear and familiar, so that progress to the next step can be on known ground.
13. Choose problems for your pupils to solve from their own activities so they see them as real problems not artificial.
14. Your pupils are learning to think: they must learn to face intelligently and reflectively the problems that arise in both inside and outside the classroom.

D. Violations and Mistakes

1. Pupils are made to study that for which they are inadequately prepared or not prepared at all to learn.
2. Neglecting to ascertain carefully the pupils' equipment with which to begin the subject.
3. Failure to connect the new lesson with those that have gone before.
4. Past learning is considered goods stored away, instead of instruments for further use.
5. Elementary facts and definitions are not made thoroughly familiar.
6. Every step is not thoroughly understood before the next is attempted.
7. Assigning lessons or exercises that are too long for the pupils.
8. Failure to place the pupils in the attitude of a discoverer.
9. Failure to show the connections between the parts of the subject that have been taught those before it and those yet to come.

The Law of the Teaching Process

- A. Law – Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art. Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself.
- B. Rule - Stimulate the pupil's own mind to action. Keep his thought as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator.
- C. Rules for teachers
1. Adapt lessons and assignments to the ages and attainments of the pupils.
 2. Select lessons which relate to the environment and needs of the pupils.
 3. Find the subjects point of contact with the lives of the pupils.
 4. Excite the pupil's interest in the lesson: hint that something worth knowing is to be found out if the lesson is thoroughly studied.
 5. Frequently join the pupils in the search for some fact or principle.
 6. Be patient: give the pupil time to explain himself.
 7. The lesson that does not culminate in fresh questions ends wrong.
 8. Observe each pupil to see that his mind is not wandering.
 9. It is your chief duty to awaken the minds of your pupils.
 10. Repress the desire to tell all you know or think about the lesson. Let what you tell lead to a question.

The Law of the Teaching Process Cont

C. Rules for teachers (Cont)

11. Give the pupil time to think; encourage him to ask questions when puzzled.
12. Restate the questions you are asked, try to answer in such a way to lead to a new question or deeper thought.
13. Teach the pupils to ask: What? Why? How? Where? When? By whom? What of it?
14. Recitations should not exhaust a subject.

D. Violations and Mistakes

1. Attempting to force the lesson by simply telling.
2. Failure to try to remember what needs to be remembered.
3. Do not require rapid recitations in the words of the book.
4. Not giving pupils time to think about questions raised in class.

The Law of the Learning Process

- A. Law - The pupil must reproduce in his own mind the truth to be learned.
- B. Rule - Require the pupil to reproduce in thought the lesson he is learning -- thinking it out in its various phases and applications until he can express it in his own language.
- C. Rules for teachers
 1. Help the pupil to form a clear idea of the work to be done.
 2. Warn him that the words of his lesson have been carefully chosen; that they may have peculiar meanings, which it may be important to find out.
 3. Show him that usually more things are implied than are said.
 4. Ask him to express, in his own words, the meaning of the lesson as he understands it, and to persist until he has the whole thought.
 5. Let the reason why be perpetually asked until the pupil is brought to feel that he is expected to give a reason for his opinions.
 6. Aim to make the pupil an independent investigator.
 7. Help him to test his conceptions to see that they reproduce the truth taught.
 8. Seek constantly to develop in pupils a profound regard for truth as something noble and enduring.
 9. Teach the pupils to hate shams and sophistries and to shun them.

The Law of the Learning Process Cont

D. Violations and Mistakes

1. The pupil is left in the twilight of an imperfect and fragmentary mastery by a failure to think it into clearness.
2. The language of the textbook is so insisted upon that the pupil has no incentive to try his own power of expression.
3. The failure to insist upon original thinking by the pupils.
4. Frequently no reason is asked for the statements in the lesson, and none is given.
5. The practical applications are persistently neglected.

The Law of the Review Work

- A .Law - The test and proof of teaching done must be a reviewing, rethinking, re-knowing, reproducing, and applying of the material that has been taught.
- B. Rule - Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.
- C. Rules for teachers
1. Consider reviews as always in order
 2. Have set times for review.
 3. At the close of each lesson, glance backward at the ground which has been covered.
 4. After five or six lessons, or at the close of a topic, take a review from the beginning.
 5. Try to make reference to former lessons
 6. New lessons should incorporate material from former lessons
 7. Make the first review as soon as practical after the material has been covered.
 8. Keep large amounts of the material in mind so that you can do an impromptu review at any time.
 9. Use new questions to review the old material
 10. Do not omit the final comprehensive review.

The Law of the Review Work Cont

C. Rules for teachers (Cont)

11. Find as many applications as possible
12. Do not forget the value of homework in review
13. Do not forget the value of homework on the material of previous lessons.

D. Violations and Mistakes

1. Total neglect of review.
2. Inadequate review.
3. Delaying review to the end of the term
4. Making the review a simple repetition of standard questions.

7 Laws Revisited

T The Law of the TEACHER - Stop growing today, and you stop teaching tomorrow.

E The Law of the EDUCATION - How people learn determines how you teach.

A The Law of the ACTIVITY – Maximum learning is always the result of maximum involvement.

C The Law of the COMMUNICATION - To truly impart information requires the building of bridges.

H The Law of the HEART - Teaching that impacts is not head to head, but heart to heart.

E The Law of the ENCOURAGEMENT – Teaching tends to be most effective when the learner is properly motivated.

R The Law of the READINESS - The teaching- learning process will be most effective when both student and teacher are adequately prepared.

The Law of TEACHER

The Law of TEACHER The teacher must know that which he would teach... Imperfect knowing must be reflected in imperfect teaching. - John Milton Gregory

The disciple is not above his master but, every one that is perfect shall be as his master. Luke 6:40
(paraphrase- **The fully trained will be like his teacher.**)

The search for Teachers: Making Change: GROWTH: The Larger Picture

Luke 2:52 Jesus grew	"in wisdom"	Intellectual Dimension
	"in stature"	Physical Dimension
	"in favor with God"	Spiritual Dimension
	"in favor with men"	Social Dimension

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What areas of growth in your life in the past year do you think are most obvious to those you teach?
2. What would you say are the most important ways you've grown in your beliefs about and attitudes toward teaching?
3. For each of these three marks of a good teacher -FAITHFULNESS, AVAILABILITY, and TEACHABILITY - evaluate yourself by asking:
 - (a) What are my strengths?
 - (b) What are my weaknesses?
 - (c) In what ways should I change?
4. Give examples of how you think a person's spiritual development is affected by his or her growth - or lack of growth - in each of these three areas:

Physical

Intellectual

Social

The Law of EDUCATION

The Law of EDUCATION The true function of the teacher is to create the most favorable conditions for self-learning. ...True teaching is not that which gives knowledge, but that which stimulates pupils to gain it. One might say that he teaches best who teaches least. - Gregory

The Tension:	1. unconscious	incompetence
4 levels of learning	2. conscious	incompetence
	3. conscious	competence
	4. unconscious	competence

What in the world are you doing?

- Teach people how to think
- Teach people how to learn
- Teach people how to work

Basic Skills Are: - Reading - Writing - Listening - Speaking

A Foundation called Failure "**Shucks,... I guess I was never called to walk**"

Infant Failure is a necessary part of the learning process.

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What kind of teachers do you most enjoy learning from -- and why?
2. Mentally select three students whom you're teaching, and analyze their individual differences. What seems to be different about the way they think and learn? How are they different in their understanding of the Bible and their experience level as Christians? What major differences are you aware of in their backgrounds - family arrangement, geography, culture, education, economic level, and so on? What major differences are apparent in their current lifestyle? (These are good questions to ask about all your students.)
3. What are your most important goals as a teacher?
4. How has failure been a part of your own personal growth?

The Law of ACTIVITY

The Law of ACTIVITY - Maximum learning is always the result of maximum involvement. Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects which may be held and handled.... Ideas must be rethought, experience must be re-experienced. - Gregory

The disciple is not above his master but, every one that is perfect shall be as his master. Luke 6:40
(paraphrase- **The fully trained will be like his teacher.**)

"Your task as a communicator is not to impress people, but to impact them;
not just to convince them, but to change them."

Activity in learning is never an end in itself; it's always a means to an end.

"We sure have the students busy." "Doing What?" "Nothing, but they're sure having a ball."

Never forget your purpose. "What in the world are you trying to do to these people?"

- | | | |
|----------------------------------|--------|---|
| - Practice makes perfect | ... no | Well guided practice makes perfect. |
| - Experience is the best teacher | ... no | Properly evaluated experience is the best |
| - We learn by doing | ... no | We learn by doing the right things. |

I hear, and I forget. - I see, and I remember - I do, and I understand,...
and I change. Visually oriented society - TV!

Ears to Hear, let him hear. ... Either stop calling me Lord or start doing what I ask.

- Christian Education is not knowledge,... it is active obedience.
- On the Spiritual plane the opposite of ignorance is obedience.

The Law of ACTIVITY cont

Meaningful Activity - What kinds of activities are meaningful?

- Activities that provides direction without dictatorship.
(sphere of freedom, structure not straitjacket, doing for student not for teacher)
- Activity that stresses function and application.
(it immediately lets the learner put to use everything that has just been taught)
- Activity with a planned purpose. (not busywork)
- Activity that is concerned with the process as well as the product.
(so students not only know WHAT they believe but WHY. They can then exceed you.)
- Realistic activity that includes problem solving situations.
(Get down to real problems people are faced with, What are they? What Temptations?)

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. How involved - really involved - are your students in the learning process? Which ones seem to be most involved - and why do you think they are? Which ones seem to be least involved – and why do you think they are?
2. Mentally select three representative students from your class and list the kinds of activities - indoor, outdoor, whatever - that you think they probably enjoy doing most. What clue do these lists give you about how the learning process could be made more effective and enjoyable for these students?
3. Can you think of any examples of activities that might get in the way of effective learning?

The Law of COMMUNICATION

The Law of COMMUNICATION - To Truly impart information requires the building of bridges. It is the teachers mission ... by sympathy, by example, and by every means of influence - by objects for the senses, by facts for the intelligence – to excite the mind of the pupils, to stimulate their thoughts ... The greatest of teachers said: "The seed is the word." The true teacher stirs the ground and sows the seed. - John Milton Gregory

Communication >>> Common Ground See John 4 for the master of bridge building

Communication's 3 essential ingredients

- Intellect = thought = something I know
- Emotion = feeling = something I feel
- Volition = action = and something I'm doing

What do you get excited about?

"If I know something thoroughly , feel it deeply, and am doing it consistently, I have great potential for being an excellent communicator. In fact, the more thoroughly I know the concept ... the more deeply I feel it ... and the more consistently I practice it ... the greater my potential as a communicator."

When you teach, ask:

What do I know - and what do I want these students to know?

What do I feel - and what do I want them to feel?

What do I do - and what do I want them to do?

The Law of COMMUNICATION cont

The Way With Words: So I have something in my mind, I feel it deeply, it totally controls my actions - and I want to share it with you.

Words account for 7% of the communication process!

Content

Communication

Facts

Form

BALANCE!

What you teach

How you teach it

Perfecting your Communication = preparation + presentation

Preparation

Introduction = attention grabbing

Body = with purpose - what your going to say + how your going to say it.

windows that let light in = illustrate + illustrate + illustrate real + personal

Conclusion = Summarize + review,.... with purpose

Presentation

Enunciate + Loudness + Variable Pitch , Volume, Speed

Distractions Recognize them (adult and children) use them or live with them.

Feedback GET FEEDBACK! Do you understand?

Find out : What the learners know

How they Feel

What they are doing

Ask Questions! Few will stand and say "Wait a minute - I have no idea what your talking about."

COMMUNICATION Mind Movers

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. In your opinion, what kinds of communication "bridges" should be built by teachers on a one-to-one basis with individual learners, and what "bridges" can be built to the class as a whole?
2. How would you assess the qualities of your speaking style when teaching? Is your voice clear and strong enough? Do your sentences come out as complete and logical thoughts - easy to follow? Do you have any mannerisms that may hinder your communication?
3. In your class or with another group of people, what do you think are the best ways to communicate a goal or vision that you feel passionate about?

The Law of Heart

The Law of Heart -Teaching that impacts is not head-to-head but heart-to-heart.

How can the teacher's manner fail to be earnest and inspiring when his subject matter is so rich in radiant reality? - John Milton Gregory

Heart Defined by example in Scripture ... Deut 6:4-6

Character - Compassion – Content

ethos - pathos and logos,....

ethos, as Socrates thought of it, meant establishing the credibility of the teacher, who you are as a person is your greatest leverage as a teacher.

pathos, or compassion, concerns how the teacher arouses the passions off the hearers,... your emotions must run in the direction of your actions.

logos, teachers need content,... marshaling of your evidence,.... using the WORD!

The Teaching - Learning Process:

Teaching is causing people to learn. The simplest definition.

Learning is change. The simplest definition.

Your students will be squeezed into the mold of the world, which is quite a natural fit, or they will be squeezed into the mold of Christ,... "be ye transformed by the renewing of your mind."

The Law of Heart cont

Where Learning Begins.

All learning begins at the feeling level!

If their attitude is positive, they tend to embrace what they hear. If their attitude is negative, they tend to walk away from it.

If I have negative feelings about you I will reject what you're saying, because I reject you.

Never Forget the Facts: CONTENT!

Content is ALL-Important as well. In our case it is "sharper than any two edged sword" lets use it extensively, and accurately.

Be a person of impact:

1. Know your Students!
2. Earn the right to be heard.
3. Be willing to become vulnerable before your students.

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. In your own words, how would you describe "heart-to-heart teaching?"
2. Which students in your class do you appreciate the most, and why? Which students do you think have the greatest need to sense your appreciation?

The Law of Encouragement

The Law of Encouragement -Teaching tends to be most effective when the learner is properly motivated. The nature of mind, as far as we can understand it, is that of a power force actuated by motives. The striking clock may sound in the ear, but the inattentive mind neither hears nor sees.- John Milton Gregory

Secrets of Motivation found in this treasure chest

Matching

Paper Bag of Rocks Collected by 7 year old boy for 3 hours one Saturday Afternoon. Not an assignment! Why did he do that?

Well Worn Baby Care Book All stained with pages falling out but never assigned for reading?

Scripture Memory Verse Card Ever started memorizing Scripture? If so Why? If started, ever quit? Why?

IRS Tax Book More fun than having leprocy! If you read this it will save you \$630! Did I read it? Why?

4 Christian Brigade Service Patches cost 25 cents each, but what did they mean to Bill?

- Ownership
- Curiosity
- Meeting Needs
- Usefulness
- Challenge
- Approval
- Recognition

The Law of Encouragement Cont

Motivation Quotient vs Intelligent Quotient MQ more important than IQ!

Improper motivations bring devastating long term results:

BE CAREFUL WHAT YOU TELL PEOPLE AS A TOOL FOR MOTIVATION.

- Lollipop Motivation; "Memorize two hundred verses and we'll send you to camp."
"Behave yourself in Church this morning, and I will buy you an Ice-cream cone"
- Guilt Motivation; "I can't be a first class Christian unless I memorize these verses."
(One of the most common motivations used by Christian communicators.)
- Deceit Motivation; (Intentional or unintentional) " If you come to Christ, all your problems are solved"

Awareness of Need.

Extrinsic Motivation ----- Intrinsic Motivation
Use this ----- Trigger this
Good Training (Responsibility with Accountability)

You motivate people by correctly structuring their training experience.

Stage 1 - Telling

Stage 2 - Showing

Stage 3 - Doing - Controlled Situation

Stage 4- Doing - Real Life

The Personal Touch

Ever been in a courtroom where a will is read? The reader is mumbling his way over the legal jargon, and everyone is half asleep,.... every one except the person to be named in the will.

When your learner has his name written all over the application, when he sees that his name occurs throughout the Book, and its personal - it will make a big difference.

Encouragement Mind Movers

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What results from your teaching do you honestly expect in the lives of your students?
2. Think again about your answer to #1. Are these expectations too high, not high enough, or appropriately high? If some are too high or too low - how could you specifically bring them in line with reality?
3. At any given moment in a typical class you're teaching, what percentage of the learners present do you think are highly motivated to learn from you?
4. What signals would you look for to know if students in your class were bored?

The Law of Readiness

The Law of Readiness -The Teaching Learning Process will be most effective when both student and teacher are adequately prepared.

Many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which we have a right to look for from their efforts. -John Milton Gregory

VALUE OF ASSIGNMENTS Guarantee - If you don't give them they won't do them.

1. They precipitate thinking Assignments are a mental warm up. They preheat the mind so it's working before class begins.
2. They provide a background. a foundation on which to build, how it relates to their life. Questions have surfaced. Curiosity is raising.
3. They develop habits of independent study - and this is the most important benefit of good assignments. They encourage people to be not simply under God's Word, but in it for themselves. And just watch what happens when they are.

CHARACTERISTICS OF GOOD ASSIGNMENTS

1. They must be creative. Not simply busy work. Clear-Objective, Designed-with-Purpose, Don't-fall-out-of-air!
2. They must be thought-provoking. Question more answers than answer questions. Stretch the learners mind.
3. Must be doable. Don't heap on an unrealistic load.
4. Try doing an assignment during the class! Studies have shown that there's a direct correlation between predictability and impact. The higher your predictability the lower your impact. Some classes are so predictable that you can fall asleep, wake up in 10 min and find them exactly where you expected them.

The Law of Readiness cont

"You know, wherever the apostle Paul went, they had a riot or revival. Wherever I go, they serve tea."
-Bishop of England

Would some unpredictability help your class?

Fighting Silence.

Ever look into your dog's face after asking him a serious question,... Maybe they didn't understand.

Don't ask Questions ask for Opinions --- WAIT for response,.... COMMEND participants

--- No Such Thing as a Dumb Question!... Unless asked by the Teacher!

Fielding Tough Questions:

POOR = "Well,... whereas ... consequently ... whereupon ... as it were ... most scholars would agree... "
by this time your thinking He doesn't have a clue.

GOOD = "Young man, that's the most perceptive question I've been asked in thirty-six years of teaching, and I can't give you an answer to it because my answer would be superficial. But I'll study it and come back to you with an answer. Any other good questions like that one.

From a study on Mark with unsaved in the class - "Hey, you don't mean you're telling me Jesus Christ is God, are you?"

GREAT = "Jim, that's an incredible question, right at the heart of the issue here. It really comes to grips with what we're talking about. Did everyone hear what Jim said? Jim, would you mind repeating it?"
What attitude does Jim pick up here?

Readiness Mind Movers

Controlling Discussion Dominator

- Express appreciation for their contribution. In private " I want you to know I deeply appreciate your interest in this class. Man, if I could get everybody in this class as interested as you are I'd have it made."
 - Privately enlist their help to draw in others. "Have you noticed that a lot of people in the class don't participate in the discussion? Would you help me get those people into it? Just hold back a little, work with me on this, and let's see if you and I can get the rest of the class as involved as you are.
 - Ask them a question. Sometimes no one has ever done that, never showed an interest in their thoughts.
- Developing Note Takers. Most People don't know how.
Help them compile complete and usable notes, It can catapult them into the heart of the learning experience

Mind Movers: (Questions for your personal evaluation and for discussion with other teachers)

1. What steps do you actually take in preparing for each class you teach? Which of these steps are most helpful to you? Which, if any, are of less help?
2. Do you think you may have a problem with being too predictable in your teaching, therefore losing your impact? Write down a list of at least half-dozen learning activities - appropriate for your class- that are drastically different in style and approach from what you normally do as a teacher. List them even if you aren't convinced they would work. Then pick out the best ones and put them into practice.
3. When you've sat under another person's teaching and wanted to take notes on what he or she said - what exactly motivated you to feel that way?
4. Look at the review list of Seven Laws of Teaching. Which do you think you most consistently put into practice in your teaching? Which deserve the most attention and improvement from you?

Conclusion

Both readily available, new or
used at www.amazon.com

Every Teacher should have in their library:

“The Seven Laws of Teaching” by John Milton Gregory in 1884 but available in print today with timeless content.

“Teaching To Changes Lives” by Dr. Howard Hendricks with *Seven Proven Ways to Make Your Teaching Come Alive*. Published 100 years after Gregory, and building on his timeless Seven Laws of Teaching.

The Seven Laws of Teaching by John
Milton Gregory

Law of the Teacher

Law of the Learner

Law of the Language

Law of the Lesson

Law of the Teaching Process

Law of the Learning Process

Law of the Review and Application

Teaching To Change Lives by Dr.
Howard Hendricks

Law of the Teacher

Law of the Education

Law of the Activity

Law of the Communication

Law of the Heart

Law of the Encouragement

Law of the Readiness

Explorable Areas for your R&D

What's wrong with education & educators these days?

Here are 3 areas that provide great insight and need documented research and development..

- The Biblical Principle of No Discipline = No Learning is eternal. Three 'R's of Discipline are:
 - Rules,
 - Routines and
 - Responsibilities
- The Biblical Principle of a Father's authority is eternal. Matriarchal Homes (or Schools) are dysfunctional and produce rebellious, unsubmitive teens?
- 21st century research into teaching the autistic child has yielded Milton's 7 Laws verbatim. In 1000 BC Solomon said it all. In 1884 John Milton Gregory's book captured it all, both collect modernist dust.