



1 - The Miracle of Learning

by David Reynolds

1. How Does It Happen?

2. Objectives:

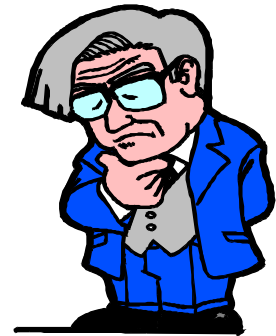
To Understand:

The Dynamics of Learning
The Mechanics of the Mind

To Study:

The ways we Study
Learning Styles
Memory Mechanics

In Order to Understand the ways we learn Best



3. “We Are Fearfully and Wonderfully Made

Learning is focused in the brain

No two Learn alike

Brain functions differ by:

Genes
Gender
Age
Ethnic
Environment
Culture



4. “We are Fearfully and Wonderfully Made”

All persons are created by Diverse Abilities

But are of Equal Value

Gifted—Have superior grasp of Knowledge

In specific areas

All Have a Gift

www.go2teach.org

United Pentecostal Church International | 8855 Dunn Road, Hazelwood, MO 63042

Global Missions | Advanced Global Educators

Unique Talents need to be Developed

- a. Education
- b. Training
- c. Exercise

5. We Are Unique –We are Special

1. Each Learning makes us more Unique
2. Generics + Experiences = Learning Style
3. All Learn Differently
All need personalized instruction
4. No student is Average
- 5, Assembly Line Instruction does not work

6. The Capacity of the Brain –Unlimited

Brain Has Two Hemispheres
Left & Right
Each approaches Learning differently

7. Thinking is the Processing of Information
in the Brain

Right/left Brain approaches Information differently

- Left =Verbal
- Right=–Non-verbal
- Right creates ideas
- Left transmits/uses ideas

8. Ways of Thinking

Left Brain

- Systematic
- Verbal
- Likes sequencing & structure
- Views specifically
- Plans sequentially
- Solves problems by analysis of parts



9. Ways of Thinking

Right Brain

- Spontaneous
- Visual
- Spatial
- Caters to spontaneity
- Loves patterns
- Views the Whole
- Intuitive
- Random

10. Ways of Thinking

For Left Brain

- Desk in rows
- Structured Class time
- Loves taking notes
- Reading of material

Western Culture Uses

11. Comments and Contrasts

For Right Brain

- Personalized offices
- Group at tables
- Flexible grouping
- Peer grouping

Each person is capable of learning at Both
But favor one

12. Influence of Gender

Males --'right' until 9 yrs

Above 10 move to left

Females --primarily left

Superior in early school

Learn to read quickly

More verbal

Usually more 'Whole-brained'

Left and right found in both sexes

13. 2 Kinds of Memory

Spacial -Long Term

Rote --Short Term

Need to teach to 'long term'

Must have personal meaning

Must have 3 dimensional

Must have practice

Long Term

Developed by Challenge

Inhibited by Threat

14. How does this Affect Teaching?

- 3 Week assignments are useless
- Assignments must be meaningful
- Corrections must happen quickly
- Daily quizzes more meaningful than a final exam

15. Application of Memory Theory

- Make learning meaningful to student
- Create moderate tension
- Create warm classroom
- Teach in emotional setting
- Time for questioning and reflection
- Teach to both sides of Brain
- Vary sequencing in lists of information
- Shorten list
- Put most important first
- Give meaning to material
- Use examples, objects, stories, comparisons

16. Different Levels of Thinking

- Knowledge -what, how
- Comprehension -understanding
- Evaluation
- Analysis -breaking apart information
- Synthesis -joining together information
- Application

We must push students to 'higher levels of thinking'

17. Comprehension

Understanding material

Can you group material

Can you compare

Can you describe

Example: Why did David fight Goliath?

Why do we need the New Birth?

18. Evaluation

Give Opinions and Judgments

Is it valid

Does it have merit

Does it have quality

Example: Jethro: "You do not well."

God: Tower of Babel

19. Analysis

Looking at the parts of concept

Identifying motive

Example: Why did Jonah want to go to Tarcus?

Why did Jonah not want to go to Ninevah?

Why di God accept Able's sacrifice?

20. Syntheses

Predicting

Solving problems

Originate, Improve

Example: What does God require for Salvation?

21. Application

Using Information to solve problems

Enact initiative

Example: Phillip and the Ethiopian

“ If any sick among you—“

17. CONCLUSION

Every Brain is Unique

We must Teach all students

We must go to where they are

We must find where they are and start there

From the simple to the complex

From the physical to spiritual

BIBLE SCHOOL IS NOT TRANSMISSION OF CONTENT
 ...BUT TRANSFORMATION OF LIVES

