

WHAT IS EDUCATION?



“The Fear of the LORD is the beginning of wisdom; and the knowledge of the holy is understanding.” -Proverbs 9:10

“But grow in grace and in the knowledge of our Lord and Saviour Jesus Christ. To him be glory both now and forever. Amen.” -II Peter 3:18

“Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and, fit them for usefulness in their future stations.

To give a child a good education in manners, arts and science is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.”

-Noah Webster
American Dictionary of the English Language, 1828



How Does Learning Take Place?



Albert Shanker, longtime president of the American Federation of Teachers, the nation's second largest teachers union, wrote in the January, 1990, PHI DELTA KAPPAN, "The rigid and confining structure that the traditional model of education imposes on teachers and students doesn't enable even the majority of children to be educated – and it never did."

The problems he said were: 1.) failure to consider individual differences in the rate and way children learn; 2.) teacher talk (lecturing) which takes up far too much time; 3.) objective tests which, he says, measure things hardly worth measuring and teachers who spend time teaching the tests; 4.) the unrealistic expectation of students sitting still five or six hours a day, especially young children; 5.) our lock step structure – in short, the assembly-line process as in a factory.

He says, "Our schools are based on a fundamentally mistaken idea about the role of students in their own education. The traditional model of education sees students either as vessels into which knowledge must be poured or as raw materials that the education process turns into finished products, i.e. high school graduates. *But people become educated because of the work THEY do. . . You must talk, you must read, you must imagine, you must build, you must listen. Merely being present as someone else tries to pour something into you does not mean that you are learning. You must be actively engaged.*"

What is the effect of



LEARNING STYLES

on education?

(Adapted from *The Way They Learn*, by Cynthia Tobias)

Different ways of PERCEIVING - i.e. taking *in* information:

- ◆ CONCRETE -likes to deal with things tangible & obvious
-doesn't look for hidden meanings & often has difficulty with ideas & concepts
-uses the five senses to see things here & now
-listens in a direct, literal or no-nonsense manner
- ◆ ABSTRACT -visualizes & conceives ideas
-uses intuition, intellect, imagination
-looks for subtle implications

Different ways of ORDERING - i.e. *using* the information we perceive:

- ◆ SEQUENTIAL -organizes in a linear, step-by-step manner
-uses logical train of thought
-usually like conventional approaches
-makes a plan, then follows it (and gets frustrated when the plan isn't followed)
- ◆ RANDOM -organizes by random grouping, often with no particular sequence
-can skip steps yet still come out with intended result
-impulsive, unconventional, spontaneous

Different ways of REMEMBERING:

- ◆ AUDITORY - talking & hearing themselves talk, likes rhythmic verbal repetition & listening rather than reading
- ◆ VISUAL - seeing, watching, pictures & illustrations, mental pictures, flashy & colorful objects
- ◆ KINESTHETIC - moving & active, physically involved with what is being learned

Different ways of UNDERSTANDING:

- ◆ ANALYTIC - very interested in details & specifics; consistent, objective, single-minded focus
often seems to take longer because they are thinking, reasoning & analyzing
- ◆ GLOBAL - sees the "big picture" & relationships; flexible, subjective, does several things at once

Different ways of BEING INTELLIGENT:

- ◆ LINGUISTIC vs. LOGICAL/MATHEMATICAL vs. SPATIAL
- ◆ MUSICAL vs. PHYSICAL vs. RELATIONAL



WAYS OF REMEMBERING

*All students can learn,
but we cannot expect them to learn
in the same way.*

Auditory

learns by listening and hearing himself talk
needs to hear himself say it in order to remember it
solves problems best by talking through them with someone else
memorizes best by repeating the information aloud
loves lots of discussion
easily remembers rhythmic or musical patterns
would rather listen to a recording of a book than sit and read a book

Visual

learns by seeing and watching
uses strong visual associations
needs to see an illustration of what he is taught in order to understand it
is drawn to flashy, colorful, visually stimulating objects
usually prefers books with lots of pictures or illustrations with the text
can appear to be “daydreaming” when they are only trying to get a mental
picture of what is being said
remembers better when he can actually see the person who is talking

Kinesthetic

learns by becoming physically involved
has strong desire to be actually doing something with what is learned
has difficulty sitting still for more than a few minutes at a time
wants to move, jump, run, touch, handle, feel, experience, etc.
almost always has some part of his body in motion
prefers to read books or hear stories full of action
does best with hands-on educational approach

Develop & Direct Your Child's Delight by alternating Daily Basics with other activities

Daily Basics

(max. 15-30 minutes ea.)

Math
Language / grammar
Bible
Art
Music

Student's / Family's Interests

Unit studies
Science
History
Geography
Serving others
Work / chores
Field trips

*"When you school
at home, the whole
world is your
campus."*

3 Keys to Success

1. Family closeness
2. Fond responses
3. Freedom to explore

