

Keys to Effective Teaching

1. The teacher

- a. Jesus as the greatest teacher example – (Matt. 19:16, Act 1:1 Jesus called teacher), (Matt. 5:2 John 3:2, John 13:13, John 20:16, Ps. 32:8 Jesus call a teacher)
 - i. Seen as the authority
 - ii. Seen as and referred to being a teacher
 - iii. Spent a lot of time teaching the 12
 - iv. Teaching from God not His authority – John 7:16 – Teaching from the one who sent him
- b. Jesus Teaching method
 - i. Heart of Jesus for teaching
 - 1. Love – He loved His students – the 12
 - 2. Compassion – Adulterous woman, Jesus wept
 - 3. Exhorted – The 12 inability to heal the demon possessed boy – Mk 9:17-19
 - 4. Direction – White for the harvest Jn. 4:34-36
 - ii. Used parables
 - 1. Pictures and visual images
 - 2. Keep from Jewish leaders exactly what will happen
 - iii. Adapted
 - 1. To the audience
 - a. Common people - Luke 6:20-26 The Beatitudes
 - b. Jewish leader – Matt. 23:13-15, 23-32
 - 2. Group size
 - a. One-on-one – Samaritan Woman John 4
 - b. The 12 - mentoring
 - c. Large groups like feeding of 5000
 - iv. Rhetoric
 - 1. Posed questions – Matt. 21:23-27
 - 2. Deeper message present – Living water – Samaritan Woman John 4
 - v. Repetition
 - 1. Blessed is..... The Beatitudes
 - 2. Repeat teaching knowing how man learns – Going to cross, Heaven is like
 - vi. Illustrations
 - 1. Light, door, vine shepherd – John 8:12, John 10:7, 9, 11-14, 15:1-5
 - 2. Camel in an eye of needle – Mk 10:25
 - vii. Use of Old Testament – common ground, build on knowledge base
 - 1. People understood
 - 2. Been taught
 - 3. Came to fulfill
- c. Desire to teach
 - i. Desire to be Elder – 1 Tim. 3:1
 - ii. Desire to teach - Ex. 35:34

- d. Characteristic of a teacher – Deut. 32:2
- e. Have teaching skills – 1 Cor. 12:28-29, Eph 4:11
- f. Have knowledge of subject(willing to learn)- 1 Tim. 1:5-7, 2 Tim. 4:3 - negative, Prov. 4:2
 - i. Not going to be or need to be an authority on all things - Luke 12:12-14
- g. Warning and Blessings – Heb. 5:12, James 3:1, 2 Pet. 2:1, Matt. 5:19, 1 Tim. 5:17
- 2. The classroom – Deut. 11:19 – teach them when you rise.....
 - a. Is it conducive to learning
 - i. For the age group – Pix of kids, small seats
 - ii. Climate – put at ease, dictator
 - iii. Seating
 - iv. Safe – physically, mentally and emotionally
 - b. Is it equipped
 - i. Books/Bibles – 2 Tim. 3:16 Scripture is profitable for..., Titus 1:9
 - ii. Audio/visual equipment
 - iii. Needed equipment even white board, markers or news print
 - iv. Materials, consumables
- 3. The learning environment – (Relationships)
 - a. A place to learn/inspire – Prov. 9:9, 1 Tim. 4:16
 - b. Open for question without fear
 - c. Set high expectations – failure to set high expectation for Sunday School in USA
 - d. Is teacher the deliverer of content or a facilitator
 - e. Place of inspiration and problem solving
 - f. Build on previous experiences – Math concepts, milk and meat
 - g. Standards need to be met – The only way to the father, I am the way – John 14:6
- 4. Relevance
 - a. In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance).
- 5. Rigor
 - a. The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging
- 6. Recency
 - a. The Primacy/Recency Effect is the observation that information presented at the beginning (Primacy) and end (Recency) of a learning episode tends to be retained better than information presented in the middle.
 - b. Also, experiences and information presented more recent is easier to remember.
- 7. Retention
 - a. Learning retention is the ability to store new information in one's long-term memory so a person can easily recall it and put that knowledge to use in the future. If the information is not retained, it will remain in the short-term memory and drop out after a certain period.
 - i. 10% what we read
 - ii. 20% of what we hear
 - iii. 30% of what is seen
 - iv. 50% of what is seen and heard

- v. 70% of what we say as we talk
- vi. 90% of what we say as we do something

8. The student (Goal: Heb. 5:12, 6:1)

- a. Age
- b. Abilities
- c. Prior knowledge - Recency
- d. His life situation: home, work, school, problems, health, etc.
- e. Differentiating instruction to meet the needs of each student
- f. Learning Styles
 - i. Five senses – Visual, auditory, touch, smell, taste
 - ii. Visual Learner – Saw miracles performed, Saw a risen Savior
 - 1. As the name suggest they are people who learn best when they can visualize or picture the content being thought to them, i.e. diagrams, charts, mind maps make it easier for them to memorizes it.
 - iii. Auditory Learner – All of Jesus teaching was mostly done through hearing
 - 1. These are people who learn while listening or discussing a subject as it is easier for them to recall a conversation rather than written text or diagrams. Our present classroom format works best for them as they can hear explanations and pose questions in the classroom.
 - iv. Kinesthetic - Tactile Learner Healing of the Blind man John 9:5-7
 - 1. Also Known as Tactile learners, they learn by doing and can recall information by remembering their experiences and feelings while performing the task themselves.
 - v. Combination
 - 1. Use a combination of at least two of the above to learn best
- g. Adult learner
 - i. Want to participate and use the knowledge they have
 - ii. Will test new knowledge and behavior against previous knowledge and learning.
 - iii. Want to be able to apply new knowledge
 - iv. Comfortable learning environment
 - v. Learn practical information
- h. Factors that affect Learning
 - i. Motivation
 - 1. Perceived need – need to see a need for the material being taught
 - 2. Economics – does it have value
 - 3. Social factor – elevate in relation to peers
 - 4. Negative factor – Fear from not having the training
 - ii. Attitude
 - 1. How we feel about the subject matter
 - 2. State of mind
 - iii. Behavior
 - 1. How we act in the situation
 - 2. Behavior is action
 - iv. Generation of learners

- 1. Age of the learner has a bearing on how learning takes place
- v. Learning barriers
 - 1. Fatigue, hunger, Personal concerns, Language
- vi. Learning environment
 - 1. Create an environment that is conducive to learning
 - a. Honest, professional, recognize student

9. The instruction

- a. Quality not quantity
- b. Structured not micromanaged
 - i. Lesson plan or other materials for direction
 - ii. There is organization even expected process
 - iii. But yet enough differences or change to keep interest
 - iv. Material gains interest of student
 - v. Teachers ties to interest or life application
 - vi. The “teachable moment” which every teacher must be sensitive and use well. It may not be for what you have prepared, but don’t miss it. – Luke 7:7-9 – Centurion who had great faith
- c. Objectives
 - i. Characteristics of good ones: clear, specific, appropriate, and testable (can you find out if a result has occurred).
 - 1. This will affect what you attempt and how you attempt to accomplish it.
 - ii. Developing
 - iii. Setting
 - iv. Communicating (Great Commission)
- d. Recognition of students
 - i. Verbal praise
 - ii. Rewards
 - iii. Formal awards – certificates, etc
- e. Evaluating
 - i. Lessons
 - ii. Student knowledge
 - iii. Classroom practices
 - iv. Teaching
 - v. The most important evaluation is what changes occur in the lives of the students.
 - 1. How do they see things differently and how do they respond to life situations differently because of what you have taught.
- f. Simple not complex
- g. Follow-up/reviews prior material

References:

Jesus as a Teacher, Nicholas Burbules, University of Illinois Urbana/ Champaign
 The seven Keys to Great Teaching, WWW.TJED.org
 Master Trainer, Instructor Certification Training Program, NCCER 2017

Learning Styles Inventory

Place a check the ones that best fit you and how you learn:

Style A

- ☐ Learn by Watching
- ☐ Like to read
- ☐ Have a vivid imagination
- ☐ Show emotions in your face
- ☐ Usually write neatly
- ☐ Plan and outline
- ☐ Take neat notes
- ☐ Like order and neatness

Style B

- ☐ Learn by listening
- ☐ Like to discuss
- ☐ Remember by reciting
- ☐ Will move lips when reading silently
- ☐ Like it quiet
- ☐ Distracted by outside noise
- ☐ Show emotions by the raising and lowering of your voice during speaking

Style C

- ☐ Learn by doing
- ☐ Need to be directly involved
- ☐ Like to move around during study
- ☐ Show emotion by actions
- ☐ Use hands when talking
- ☐ Not particularly orderly or neat

Count the number of checks in each area. A majority in an area indicates a protentional learning style.

Style A – Visual Learner

Style B – Auditory Learner

Style C – Tactile Learner

If you have a mix, you probably use a combination of styles.

Questions

1. What makes Jesus the greatest teacher?
2. What were two methods Jesus used in His teaching?
3. Why did Jesus use parables?
4. How did Jesus adapt when teaching?
5. What is the importance of illustrations?
6. Why is the desire to teach important?
7. Name two things that are important in setting up the classroom.
8. Name three things that are important in the learning environment.
9. What is relevance?
10. What is rigor?
11. What is Recency?
12. What is Retention?
13. Why is it important to understand learning styles?
14. What are the four learning styles?
15. Name two differences when teaching adults.
16. Name two things that affect motivation.
17. Name three learning barriers.
18. What is the importance of having a good learning environment?
19. Name three qualities of good instruction.
20. Name two ways to praise students.

Funguo za Kufundisha kwa Ufanisi

1. Mwalimu

- a. Yesu kama mfano mkuu wa mwalimu - (Mt. 19:16, Mdo 1:1 Yesu alimwita mwalimu), (Mt. 5:2 Yoh. 3:2, Yoh. 13:13, Yoh. 20:16, Zab. 32:8 Yesu aliitwa mwalimu)
 - i. Kuonekana kama mamlaka
 - ii. Kuonekana kama na kujulikana kuwa mwalimu
 - iii. Alitumia muda mwingi kufundisha wanafunzi 12
 - iv. Kufundisha kutoka kwa Mungu sio mamlaka yake - Yohana 7:16 - Kufundisha kutoka kwa yeye aliyemtuma
- b. Mbinu ya kufundisha Yesu
 - i. Moyo wa Yesu kwa mafundisho
 - 1. Upendo - Aliwapenda wanafunzi Wake - 12
 - 2. Huruma – Mwanamke mzinzi, Yesu alilia
 - 3. Kuhimizwa - 12 kutoweza kumponya mvulana mwenye pepo - Mk 9:17-19
 - 4. Mwelekeo - Nyeupe kwa mavuno Yoh. 4:34-36
 - ii. Misemo iliyotumika
 - 1. Picha za kuona
 - 2. Jiepushe na viongozi wa Kiyahudi kile hasa kitakachotokea
 - iii. Imebadilishwa
 - 1. Kwa hadhira
 - a. Watu wa kawaida - Luka 6:20-26 Heri
 - b. Kiongozi wa Kiyahudi - Mt. 23:13-15, 23-32
 - 2. Ukubwa wa kikundi
 - a. Mmoja-kwa-mmoja - Mwanamke Msamaria Yohana 4
 - b. 12 - ushauri
 - c. Makundi makubwa kama kulisha 5000
 - iv. Balagha
 - 1. Maswali yaliyoulizwa - Mt. 21:23-27
 - 2. Ujumbe wa kina uliopo - Maji ya uzima - Mwanamke Msamaria Yohana 4
 - v. Rudia
 - 1. Heri..... Heri
 - 2. Rudia mafundisho kujua jinsi mwanadamu anavyojifunza - Kwenda kuvuka, Mbingu ni kama
 - v. Vielelezo
 - 1. Nuru, mlango, mchungaji wa mzabibu - Yohana 8:12, Yohana 10:7, 9, 11-14, 15:1-5
 - 2. Ngamia kwenye tundu la sindano - Mk 10:25

- vii. Matumizi ya Agano la Kale - msingi wa kawaida, jenga msingi wa maarifa
 - 1. Watu walielewa
 - 2. Imefundishwa
 - 3. Alikuwa kutimiza
- c. Tamaa ya kufundisha
 - i. Tamaa ya kuwa Mzee - 1 Tim. 3:1
 - ii. Tamaa ya kufundisha - Kut. 35:34
- d. Tabia ya mwalimu - Kumb. 32:2
- e. Kuwa na ujuzi wa kufundisha - 1 Kor. 12:28-29, Efe 4:11
- f. Uwe na ujuzi wa somo (tayari kujifunza)- 1 Tim. 1:5-7, 2 Tim. 4:3 - hasi, Mit. 4:2
- i. Si kuwa au haja ya kuwa na mamlaka juu ya mambo yote - Luka 12:12-14
- g. Onyo na Baraka - Ebr. 5:12, Yakobo 3:1, 2 Pet. 2:1, Mt. 5:19, 1 Tim. 5:17

2. Darasa - Kumb. 11:19 - wafundishe unapoinuka.....

- a. Je, inafaa kwa kujifunza
 - i. Kwa kikundi cha umri - Pix ya watoto, viti vidogo
 - ii. Hali ya hewa - tulia, dikteta
 - iii. Kuketi
 - iv. Salama - kimwili, kiakili na kihisia
- b. Je, ina vifaa
 - i. Vitabu/Biblia - 2 Tim. 3:16 Maandiko yanafaa kwa..., Tito 1:9
 - ii. Vifaa vya sauti / kuona
 - iii. Vifaa vinavyohitajika hata ubao mweupe, alama au uchapishaji wa habari
 - iv. Nyenzo, matumizi

3. Mazingira ya kujifunzia - (Mahusiano)

- a. Mahali pa kujifunza/kutia moyo - Mit. 9:9, 1 Tim. 4:16
- b. Fungua kwa swali bila hofu
- c. Weka matarajio makubwa - kushindwa kuweka matarajio makubwa kwa Shule ya Jumapili nchini Marekani
- d. Je, mwalimu ndiye mtoa maudhui au mwezesaji
- e. Mahali pa msukumo na utatuzi wa shida
- f. Jenga juu ya uzoefu wa hapo awali - dhana za hesabu, maziwa na nyama
- g. Viwango vinapaswa kutimizwa - Njia pekee ya kwenda kwa baba, mimi ndiye njia - Yohana 14:6

4. Umuhimu

- a. Katika elimu, neno umuhimu kwa kawaida hurejelea uzoefu wa kujifunza ambao unatumika moja kwa moja kwa matarajio ya kibinafsi, maslahi, au uzoefu wa kitamaduni wa wanafunzi (umuhimu wa kibinafsi) au unaohusishwa kwa namna fulani na masuala ya ulimwengu halisi, matatizo na miktadha (umuhimu wa maisha).

5. Ukali

- a. Neno ukali hutumiwa sana na waelimishaji kuelezea mafundisho, kazi ya shule, uzoefu wa kujifunza, na matarajio ya kielimu ambayo ni changamoto kitaaluma, kiakili na kibinafsi.

6. Hivi karibuni

- a. Athari ya Kibinafsi/Hivi karibuni ni uchunguzi kwamba taarifa inayowasilishwa mwanzoni (Ufafanuzi) na mwisho (Ujuzi) wa kipindi cha kujifunza huwa na uhifadhi bora kuliko taarifa inayowasilishwa katikati.
- b. Pia, uzoefu na taarifa iliyotolewa hivi karibuni ni rahisi kukumbuka.

7. Uhifadhi

- a. Uhifadhi wa kujifunza ni uwezo wa kuhifadhi habari mpya katika kumbukumbu ya muda mrefu ya mtu ili mtu aweze kukumbuka kwa urahisi na kutumia ujuzi huo katika siku zijazo. Ikiwa habari haijahifadhiwa, itabaki katika kumbukumbu ya muda mfupi na kuacha baada ya kipindi fulani.
 - i. 10% tunayosoma
 - ii. 20% ya kile tunachosikia
 - iii. 30% ya kile kinachoonekana
 - iv. 50% ya kile kinachoonekana na kusikia
 - v. 70% ya kile tunachosema tunapozungumza
 - vi. 90% ya kile tunachosema tunapofanya jambo

8. Mwanafunzi (Lengo: Ebr. 5:12, 6:1)

- a. Umri
- b. Uwezo
- c. Maarifa ya awali - Hivi karibuni
- d. Hali ya maisha yake: nyumbani, kazi, shule, matatizo, afya, nk.
- e. Maelekezo ya kutofautisha ili kukidhi mahitaji ya kila mwanafunzi
- f. Mitindo ya Kujifunza
 - i. Hisia tano - za kuona, kusikia, kugusa, kunusa, kuonja
 - ii. Mwanafunzi Anayeonekana - Aliona miujiza ikitendeka, Alimwona Mwokozi aliyefufuka
 - 1. Kama jina linavyopendekeza wao ni watu wanaojifunza vyema zaidi wanapoweza kuibua au kupiga picha maudhui wanayofikiriwa, yaani michoro, chati, ramani za akili hurahisisha kukariri.
 - iii. Mwanafunzi wa Kusikiza - Mafundisho yote ya Yesu yalifanywa zaidi kwa kusikia
 - 1. Hawa ni watu wanaojifunza wakati wa kusikiliza au kujadili somo kwani ni rahisi kwao kukumbuka mazungumzo badala ya maandishi au michoro. Umbizo letu la sasa la darasa linawafanyia kazi vyema kwani wanaweza kusikia maelezo na kuuliza maswali darasani.

- iv. Kinesthetic - Uponyaji wa Mwanafunzi mwenye Mguso wa Kipofu Yohana 9:5-7
 - 1. Pia Wanajulikana kama wanafunzi wa Tactile, wanajifunza kwa kufanya na wanaweza kukumbuka habari kwa kukumbuka uzoefu na hisia zao wakati wa kutekeleza kazi wenyewe.
- v. Mchanganyiko
 - 1. Tumia mchanganyiko wa angalau mbili kati ya zilizo hapo juu ili kujifunza vyema zaidi
- g. Mwanafunzi mtu mzima
 - i. Unataka kushiriki na kutumia maarifa waliyo nayo
 - ii. Itajaribu maarifa na tabia mpya dhidi ya maarifa na mafunzo ya hapo awali.
 - iii. Unataka kuweza kutumia maarifa mapya
 - iv. Mazingira ya kustarehesha ya kujifunzia
 - v. Jifunze taarifa za vitendo
- h. Mambo yanayoathiri Kujifunza
 - i. Kuhamasisha
 - 1. Hitaji linalotambulika - haja ya kuona hitaji la nyenzo inayofundishwa
 - 2. Uchumi - ina thamani
 - 3. Sababu ya kijamii - kuinua kuhusiana na wenzao
 - 4. Sababu mbaya - Hofu ya kutokuwa na mafunzo
 - ii. Mtazamo
 - 1. Jinsi tunavyohisi kuhusu somo
 - 2. Hali ya akili
 - iii. Tabia
 - 1. Jinsi tunavyotenda katika hali hiyo
 - 2. Tabia ni vitendo
 - iv. Kizazi cha wanafunzi
 - 1. Umri wa mwanafunzi una mchango katika jinsi ujifunzaji unavyofanyika
 - v. Vikwazo vya kujifunza
 - 1. Uchovu, njaa, Maswala ya kibinafsi, Lugha
 - vi. Mazingira ya kujifunzia
 - 1. Tengeneza mazingira ambayo yanafaa kwa kujifunza
 - a. Mwaminifu, mtaalamu, tambua mwanafunzi

9. Maagizo

- a. Ubora sio wingi
- b. Muundo haujadhibitiwa kidogo
 - i. Mpango wa somo au nyenzo zingine za mwelekeo
 - ii. Kuna shirika hata mchakato unaotarajiwa

- iii. Lakini bado tofauti za kutosha au mabadiliko ya kuweka riba
- iv. Nyenzo hupata maslahi ya mwanafunzi
- v. Walimu hufungamana na maslahi au matumizi ya maisha
- vi. "Wakati wa kufundishika" ambao kila mwalimu lazima awe mwangalifu na autumie vizuri. Inaweza isiwe kwa yale uliyotayarisha, lakini usikose. – Luka 7:7-9 – Jemadari aliyekuwa na imani kubwa
- c. Malengo
 - i. Sifa za nzuri: wazi, maalum, zinafaa, na zinaweza kujaribiwa (unaweza kujua ikiwa matokeo yametokea).
 - 1. Hii itaathiri kile unachojaribu na jinsi unavyojaribu kukikamilisha.
 - ii. Kuendeleza
 - iii. Mpangilio
 - iv. Kuwasiliana (Tume Kuu)
- d. Utambuzi wa wanafunzi
 - i. Sifa ya maneno
 - ii. Zawadi
 - iii. Tuzo rasmi - vyeti, nk
- e. Kutathmini
 - i. Masomo
 - ii. Maarifa ya mwanafunzi
 - iii. Mazoea ya darasani
 - iv. Kufundisha
 - v. Tathmini muhimu zaidi ni mabadiliko gani hutokea katika maisha ya wanafunzi.
 - 1. Wanaonaje mambo kwa njia tofauti na wanaitikiaje hali za maisha kwa njia tofauti kwa sababu ya yale uliyofundisha.
- f. Rahisi sio ngumu
- g. Ufuatiliaji/hakiki nyenzo za awali

Marejeleo:

Yesu kama Mwalimu, Nicholas Burbules, Chuo Kikuu cha Illinois Urbana/ Champaign
 Funguo saba za Mafundisho Makuu, WWW.TJED.org
 Mkufunzi Mkuu, Mpango wa Mafunzo ya Vyeti vya Mwalimu, NCCER 2017

Orodha ya Mitindo ya Kujifunza

Weka hundi zinazokufaa zaidi na jinsi unavyojifunza:

Mtindo A

- ☐ Jifunze kwa Kutazama
- ☐ Penda kusoma
- ☐ Kuwa na mawazo ya wazi
- ☐ Onyesha hisia usoni mwako
- ☐ Kwa kawaida andika kwa uzuri
- ☐ Panga na muhtasari
- ☐ Andika maandishi nadhifu
- ☐ Kama mpangilio na unadhifu

Mtindo B

- ☐ Jifunze kwa kusikiliza
- ☐ Hupenda kujadili
- ☐ Kumbuka kwa kukariri
- ☐ Atasogeza midomo wakati wa kusoma kimya
- ☐ Kama kimya
- ☐ Kukengeushwa na kelele za nje
- ☐ Onyesha hisia kwa kuinua na kupunguza sauti yako wakati wa kuzungumza

Mtindo C

- ☐ Jifunze kwa kufanya
- ☐ Inahitajika kuhusika moja kwa moja
- ☐ Hupenda kuzunguka wakati wa masomo
- ☐ Onyesha hisia kwa vitendo
- ☐ Tumia mikono wakati wa kuzungumza
- ☐ Sio ya mpangilio haswa au nadhifu

Hesabu idadi ya hundi katika kila eneo. Wengi katika eneo huonyesha mtindo wa kujifunzia.

Mtindo A - Mwanafunzi Anayekonekana

Mtindo B - Mwanafunzi wa kusikia

Mtindo C – Mwanafunzi Mwenye Kuguswa

Ikiwa una mchanganyiko, labda unatumia mchanganyiko wa mitindo.

Maswali

1. Ni nini kinachomfanya Yesu kuwa mwalimu mkuu zaidi?
2. Yesu alitumia njia gani mbili katika mafundisho yake?
3. Kwa nini Yesu alitumia mifano?
4. Yesu alibadilika jinsi gani alipokuwa akifundisha?
5. Ni nini umuhimu wa vielezi?
6. Kwa nini tamaa ya kufundisha ni muhimu?
7. Taja mambo mawili ambayo ni muhimu katika kuanzisha darasa.
8. Taja mambo matatu ambayo ni muhimu katika mazingira ya kujifunzia.
9. Umuhimu ni nini?
10. Ukali ni nini?
11. Hivi karibuni ni nini?
12. Uhifadhi ni nini?
13. Kwa nini ni muhimu kuelewa mitindo ya kujifunza?
14. Mitindo minne ya kujifunza ni ipi
15. Taja tofauti mbili unapofundisha watu wazima.
16. Taja mambo mawili yanayoathiri motisha.
17. Taja vikwazo vitatu vya kujifunza.
18. Kuna umuhimu gani wa kuwa na mazingira mazuri ya kujifunzia?
19. Taja sifa tatu za mafundisho mazuri.
20. Taja njia mbili za kuwasifu wanafunzi.