

# THE LAWS OF TEACHING AND LEARNING

A NORTH AMERICAN SPONSORED ESSENTIAL SKILLS LEVEL  
ADULT SABBATH SCHOOL TEACHER COURSE

INSTRUCTED BY  
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*ON POINT COACHING*



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**THE LAWS OF  
TEACHING AND LEARNING  
COURSE CONTENTS**

# COURSE DESCRIPTION

Mission of the Adult Sabbath School Teacher is founded on three cornerstones:

Being,

Knowing,

Doing

# COURSE DESCRIPTION - BEING

The Adult Sabbath School teacher must have valid perceptible Christian experience and be prepared to serve as Spiritual Guide for the class.

# COURSE DESCRIPTION - KNOWING

A teacher must know what the Bible says and have a significant understanding of Biblical history, doctrines, and teachings, and know how to study and interpret the scriptures.

## COURSE DESCRIPTION - DOING

That a teacher must have a knowledge of teaching methodology - - and be willing to invest the time and energy necessary to adequately prepare and lead a Sabbath School Class.

# LAWS OF LEARNING

There are certain Laws of Learning that apply to Sabbath School Classes. Adults learn in certain ways, but the basic principles of learning are the same for all age groups.

## A KEY STATEMENT BY ELLEN G. WHITE

“Our Sabbath Schools should be made more interesting. The public schools have of late years greatly improved their methods of teaching. Object lessons, pictures, and blackboards are used to make lessons clear... just so may present truth be simplified and made intensely interesting.”

CSSW, p. 114

# THREE THINGS

1. People learn when something is interesting and gets their attention.
2. People learn more when they can “see” or be involved in some activity than when information is just presented orally.
3. It is worthwhile to study teaching methodology.

# HOW TO STUDY THIS COURSE

# HOW TO STUDY

This course is sponsored by the Sabbath School/Personal Ministries Department of the North American Division. Upon completion you will receive an Affirmation of Course Completion indicating that you have successfully finished the course.

## HOW TO STUDY, continued

You can download the material if you prefer to study from a printed copy. The course includes a number of rather extensive readings.

It is suggested that you download these readings, study them carefully, and underline or highlight salient points.

# THE VOCABULARY

The terms “Sabbath School Teacher” and “Discussion Leader” are used interchangeably North American Division Sabbath School.

# THE VOCABULARY

## Church / District

Many churches in the North American Division belong to an extended family known as a district (a combination of churches financed by a specific conference.) This term is used in this course.

# HOW TO STUDY – TEXTBOOK

There is no textbook for this course. Study carefully the selected reading. The course is based on the book by Milton Gregory, “The Seven Laws of Teaching”, (New York: Pilgrim Press)

# FULFILLMENT CARD

The record of your progress with the course will be sent to Dr. Allan Chichester at [achichester@adventistontario.org](mailto:achichester@adventistontario.org)

# HOW TO STUDY

Settings include on your own, classroom, and small group.

Examinations are at the discretion of the instructor.

# UNIT I

## LAWS OF TEACHING AND LEARNING

# LAWS OF TEACHING AND LEARNING OUTLINED

- The Teacher

- The Learner

- Language

- The Lesson

- The Teaching Process

- The Learning Process

- Review and Application

# READING METHODS OF TEACHING

## Ellen G. White, Education, Chapter 26, pages 230-239

1. Memory
2. Development of that which is within man leads to self sufficiency
3. Christ dealt with man individually

## Ellen G. White, Education, Chapter 26, pages 230-239

4. Take a personal interest in each pupil
5. Be enthusiastic
6. Assist student in stating clearly what they have learned

**THE SCIENCE OF TEACHING**

**READING 2**

## READING 2

Chapter 7 in the book, “*Teaching Teachers to Teach*”  
(General Conference of Seventh-day Adventists)

Be sure to record on your Student Fulfillment Card that you have completed this assignment.

**The Adventist produced book, *Teaching Teachers to Teach*, mentions the same laws of teaching as Gregory's book under different titles. It is designed for use by Seventh-day Adventist audiences. The principles are the same, but the elements of teaching are amplified. Gregory's book is quoted and/or referred to throughout the book. The author often focuses on children and youth, but the principles of teaching are the same for adults.**

# I. The Object of Sabbath School Teaching

Teaching is the science of imparting knowledge to cause to learn or to acquire skill.

- A. To teach the Bible
- B. To develop character
- C. To inspire to serve
- D. To result in regeneration

## II. THE LAWS OF TEACHING

The same laws which are basic to academic pedagogy (function of the work of a teacher) underline Bible teaching.

## II. THE LAWS OF TEACHING, continued

**A. The Law of Adaptation** – the mind can receive new knowledge only through ideas which are already known.

Teachers must therefore adapt the lesson to be taught, so that they will connect with and be illustrated by the present knowledge and experience of the pupil.

The language used must be common to teacher and learner.

## II. THE LAWS OF TEACHING, continued

### B. The Law of Appreciation

Appreciation is the process of adding a new idea or a services of new ideas to an old one. As adaptation enables pupils to understand a new idea by comparison and by illustration, appreciation establishes the idea in the mind so that it can be used to connect with and illustrate some other new idea.

## II. THE LAWS OF TEACHING, continued

### C. The Law of Correlation

Correlation is the process of placing truths and lessons in proper relationship to the truths and lessons which are to be taught. In other words, construct a logical outline!

## II. THE LAWS OF TEACHING, continued

### D. The Law of Concentration

Emphasize the “main point” of the lesson.

# III. THE TWO GREAT PRINCIPLES OF TEACHING

## A. Deduction

1. General law first stated, then proved by examples
  - a. Called lecture method; pouring in method
  - b. Illustrated by a funnel

# III. THE TWO GREAT PRINCIPLES OF TEACHING

## 2. One way to teach a large class

- a. Requires less preparation time, also requires less thought on part of the pupil

# III. THE TWO GREAT PRINCIPLES OF TEACHING

## B. Induction – The Principle of Discovery

1. Illustrated by a “cork screw” -- which draws out.

# III. THE TWO GREAT PRINCIPLES OF TEACHING

## B. Induction – The Principle of Discovery

2. It takes more time for the teacher to prepare an outline of questions leading to the discovery of the general underlying principle - - but pupils do more thinking and the thrill of discovery combined with thinking leaves its mark on learning.

## B. Induction – The Principle of Discovery

### 3. Example of Deductive Teaching

- a. Genesis 2:7 Soul and body; no breath, no body, no soul. If you subtract water from dirt you have no mud. So, if you subtract breath from body – you have no soul.

## **B. Induction – The Principle of Discovery**

### **3. Example of Deductive Teaching**

b. Deductive teaching begins with the General Law, and ends with particular example

## B. Induction – The Principle of Discovery

### 3. Example of Deductive Teaching (continued)

1. There is a time and place for both principles of teaching – but all will agree that the principle of Induction results in more thinking on the part of the pupil, and therefore, more learning. Where there is more learning, there has been the best teaching.

## IV METHODS OF TEACHING

Teaching methods must be adapted to the lesson, to the pupil, and to the circumstances.

**A. The Question Method** – the very fiber of the inductive principle of teaching

## IV METHODS OF TEACHING

**Teaching methods must be adapted to the lesson, to the pupil, and to the circumstances.**

**B. The Special Research Method – “The Seminar Method”** students are given definite assignments covering a certain part, or feature of the lesson.

# IV METHODS OF TEACHING

## C. The Lecture Method – The talking Method

1. A verbal explanation and application format
  - a. It discourages preparation for class
  - b. The lecture method is not recommended long term