

That's The Way I Understand It - Series

The Essence Of Teaching

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It is suggested that you punch holes in your printing of this reading and put it into a three-ring notebook.

That's The Way I Understand It - Series

The Essence Of Teaching

The simple essence of teaching is: (1) Your preparation, (2) Get the student's attention and show subject importance, (3) Tell and show the student about the subject, (4) Help the student to use the subject for learning purposes, and (5) Help the student to decide about the subject and ask him to use the subject as appropriate.

The Essence Of Teaching document provides you the professional teacher or the parent as teacher with a structure to use to organize your teaching skills and ideas. It includes some basic comments about teaching and is a structure to which any of us can add and organize our personal skills and ideas about teaching. Teaching and learning is a very natural part of human existence. Parents have been successfully teaching their children their language and culture since the beginning of humanity. Parents can even successfully teach their children school subjects as the Home School Movement has demonstrated although the myriad of complexities of teaching in a public or private school classroom setting would be improbable for handling by most parents without proper education. Also, The Essence Of Teaching document provides the professional teacher or the parent as teacher with a momentary reflection on the natural process of teaching hopefully with a more comprehensive, helpful look at teaching.

1. Your Planning And Preparation For Efficient Teaching

- The teacher needs to be prepared for teaching by learning the subject to be taught plus learning teaching skills and understandings.
- The teacher needs to deal with administrator, institutional, and external requirements to get these requirements out of the way so that you are free to do your thing within that framework.
- The teacher needs to plan what needs to be taught and schedule the presentations of that planning. The teacher needs to decide what is the most efficient way to learn subject units of information. If appropriate and for likely more efficient learning, plan big units and then work on only the details that need help rather than going detail by detail. Extra time needs to be allowed for surprises that can throw you off schedule.
- The teacher needs to plan how each lesson session will be efficiently conducted. Use plans that keep all students on task as much as possible while you do the various things that need to be done during class.
- Are you, as the teacher, excited and enthusiastic about the subject?

- In terms of the student: What are the items that you are trying to teach and what level of quality is expected for success with the subject - - - state the items you are trying to teach and the expected quality level in terms of what is observable to others produced by the student so that the subject achievement can be tested objectively for accomplishment.
- What do you, as teacher, need to prepare to be ready to do the above? The teacher needs to gather materials, equipment, etc., and rehearse anything about the teacher's presentation that might need rehearsing. Do you have contingency plans in case something does not work, a piece of equipment fails, or other surprises happen during the lesson that would alter your plans?
- For a mind stretching exercise for the teacher: plan your classes while guided by the document **A Layered Aesthetic Interpretation Of Music For The Performer, Composer, And Listener** which can be found on the website danielhookemusic.com. Composing would be the lesson plan, Performing would be the teaching, and listening would be the learning by the student. Look at the Transmission Process to study how that affects the classroom. Look for other implications from the document.
- Divine guidance should be the rule not the exception. Sometimes the teacher, especially the professional teacher, is presented with an impossible set of circumstances like what happened in the non-education related story of the king asking Daniel to interpret his dream without telling him what the dream was. ... Also, it could be possible to get a whole class of students that are not applying themselves and the parents will offer no assistance which can lead the teachers to wrongly think they should not be in education. An itinerant teacher shows that the teacher is not the most important person in the learning experience: the freewill student is the most important one in the learning experience because an itinerant teacher teaching at different schools in the same school system will find that different groups of students will do differently from each other with the same teacher. Results of the teacher should certainly be considered in evaluating themselves but it would be better to concentrate on those things that are under the teacher's control. A medical doctor does not jump to wrong conclusions if the patient dies or if one patient does better than another. A doctor concentrates on using the right procedures for the situation just as the teacher should concentrate on using the right procedures such as those as listed in this document that you are reading. Parents are in the best position of anyone to bring pressure on a student to learn and the parents have a wider range of options than anyone to bring needed pressure on a student so that the next generation of the civilization will be capable of surviving. It may help for governments to reward parents for student achievement. ... Furthermore, public schools in the United States can put a teacher in a position that they cannot even acknowledge God. Some judges and administrators have put the phrase "separation of Church and State" in the United States Constitution when there never was enough support for that phrase at the beginning to put it

into the Constitution. Some do not want to acknowledge what various religions have done for our culture. Some do not want to acknowledge God in our culture. If we can not acknowledge God as a Nation, why should God acknowledge us?

2. Get The Student's Attention And Show Subject Importance For Student

- Be sure that you have the student's attention.
- Present what it is to possibly gain from the learning or lose from not getting the learning including the costs of the learning (make it worth the costs).
- Present the human significance of the learning.
- Present what you plan to offer and will do and what they must do with likely range of results based on your experience. Present what the student will need to do to learn at some level above quality accepted level. If appropriate, assure the student that he can do the subject at some meaningful level if he works at it.
- Acknowledge that the teacher can only do so much due to human limitations of the situation; then it is up to the student to get it from there if the student wants success.
- Maintain attention and discipline so that the students are on task. If teacher words do not work, then teacher actions are needed. In the days when there were principals giving a harmless paddling done in love with a witness and parent permission there seemed to be less horseplay in class and students were more on task. Now the school must depend on the parents to be the ultimate disciplinarian when the teacher's limited options for discipline such as temporarily removal from the group do not work otherwise the student is removed from school to become the ward of the parents. A student has no right to needlessly interfere, bully, or disrupt another student's education unless teachers, administrators, parents, and/or lawmakers by inaction or poor action foolishly and to the detriment of society give the student that right.
- Student names and correctly pronounced names are important.
- Do you, as the teacher, care about your students? Do you love your students? Can you love and discipline them even when that love is not returned?
- What can you, the teacher, realistically do to make class sessions more interesting?
- If the teacher has provided realistic help for the student, then achievement is a function of the student to expand on a point made earlier. The student is freewill creature which makes ultimately the responsibility for achievement to be in the hands of the student. Teachers can do some things to make it costly if the student does not work towards achievement. Parents can do much more to make it costly if the student does not apply himself. Parents can help the student set up and keep a homework time. Parents by giving their time at home can also provide the student with additional personal help. The fact that the student is a freewill creature is

seldom taken into account in merit pay discussions. Teachers have no ultimate power to guarantee student achievement any more than Doctors can guarantee the recovery of a patient. Some of the Doctor's patients die. Merit of both Teachers and Doctors is best judged by seeing if they followed the list of appropriate things to do rather than adding up the number of successes that are ultimately beyond the control of both Teachers and Doctors. A group Teachers teaching good students in a good situation who were consider merit teachers as evaluated by some systems would fall on their faces teaching a group of poor students in a bad situation just a group of merit Doctors by some systems would falls on their faces trying to cures a group of terminally patients. However, as the education profession and the medical profession continues to improve the list of appropriate things to do then in many cases there will likely be more success but finite human beings do not have the power to guarantee this. We have adequate know-how about teaching for successful learning achievement if the student applies himself. What is needed is ways to motivate students and the parents of those students to make the effort to get student achievement. Are there even political ways that this motivation of students and the parents of those students can be done without abuse to the system of doing it such as tax breaks if the student achieves (but I see problems of abuse with the tax break idea - - it was just given to get people thinking)?

3. Tell And Show The Student About The Subject

- Give a picture of what the subject does using words, diagrams, illustrations, pictures, or modeling. Then show the linear line of using the subject.
- Give the basic conflict-resolution of the subject and appropriate approaches to resolving the conflict. This may be, "Will the student learn and use the subject?" and "What are the acceptable approaches to learning and using the subject?" Hopefully, though, this item will be something intrinsic to the subject because few, if any, things are amoral or neutral.
- Quickly give any needed review, setting, and context.
- Tell the student how to do the subject. Or possibly, what did the subject say or what happen in the subject and why plus give the understanding or the sense of the subject.
- Give the necessary supporting evidence and logic.
- Keep process simple.
- Give clear directions. Watch pronouns with unclear references and watch words and phrases that could have other meanings to the student.
- Get some success quickly.
- Teacher modeling of using the subject or some item in the subject is very helpful. Do not be upset if the student gets to be better than the teacher
- Use mnemonics such as "The spaces of the treble clef spell 'F-A-C-E'" or other appropriate gimmicks.

- Watch confusers in the subject content which could easily give another and wrong meaning. For instance, there is a John at the beginning of the Bible book of John but this John at the beginning of the book is not the John who wrote the book. In a similar manner watch for interferences, distracters, or things that mislead within or without subject or class. Watch for false explanations because these lead to wrong subject conclusions. Watch transitions to make sure that the student realizes that a transition is being made.
- In the case of Bible teaching your emphasis should be looking at what the Bible says rather than what someone says about the Bible – first give the facts not comments on facts. Then, comments on the facts will make more sense and can be better and more accurately evaluated by the student.
- Show the student what he needs to do to get ahead of your teaching if he desires and then get out of the way.

4. Help The Student To Use The Subject For Learning Purposes

- All should understand that the student using the subject for learning purposes does not imply an agreement with or a commitment to the subject at this point although a commitment would be helpful.
- Let the student try using the subject and help him as needed until he can do it at the accepted quality level.
- Do activities with the linear line of the subject while keeping the picture of the subject and the conflict-resolution-approaches in mind.
- Many kinds of exercises, used efficiently, should be considered to help the student master the subject. Include exercises that give the feel/manipulation of using the total subject so the student has the feel of one who uses the subject. Assuming the subject is true, do exercises on how and why the subject might be applied. To make the subject come alive, give conjecture exercises or questions on the implications of how various aspects of the subject might impact the student's life.
- Just telling the student about the subject may be enough to give the student sufficient mastery of the subject so that he can put it to use on his own.
- Use and require drill, practice, and memorization as needed.
- As needed, check to see if the student is prepared for learning: adequate sleep is needed; caffeine/sugar may need to be cut back; home study and practice time may be needed; if appropriate and not too personal, have the student examine his life for things that might interfere with needed time for successful learning such as over commitment even to some things that will not help life and eternity in proportion to effort and time extended now; teenagers may be overly engrossed and too deeply involved in their love life; other things may also help or hurt learning.
- Help the student overcome inhibitions. The student should not be asked to do an activity that they do not consider to be morally appropriate.
- Evaluate how the student feels about the subject and why. Deal with objections real and imagined.

- Creature comforts can affect learning concentration: bathroom breaks, time for a stretch, food for blood sugar, hunger and thirst satisfied, etc.
- Check to see if student can do the subject linearly at the quality level expected; may require spot checking in the interest of time if that is a sufficient check. What do you accept as tamper proof evidence and is that a good test? Some things can be checked by watching the whole group do the subject item.
- Help the student see accomplishment by acknowledging accomplishment.
- Provide correction in subject use: humbly but firm correction. Do not put down or ridicule or use sarcasm. Humor can be helpful for a change of pace and brief mental relief and refreshment but not at anyone's expense present or not present.
- When a student is having trouble getting an item in the subject, have him explain how he got what he understands the item to be or have him explain why he did what he did if he is using the item of subject information. This gets you into the student's mind and can be very revealing. Then, correct the student or do not be surprised and/or hurt if you have to correct or refine your explanation of the subject item.
- Do not be afraid of learning something such as an observation or a piece of knowledge from the student or from a parent or even from someone who may know nothing about the subject such as a non-education related workman passing through the room. Sometimes this teacher learning comes from overhearing comments that were not made to you.
- Encourage the student. Generally speaking, the self can do as self tries based on raw talent. Of course, talent and current subject technique is a help.
- Give remedial help on trouble spots. As needed, tell the student where he can the student get additional help.
- Provide necessary make up work for student absents.
- Keep adequate records.
- Make realistic assignments.
- The teacher does appropriate sampling of student learning in such an efficient manner that it does not eat up too much instruction and learning time. A diagnosis of current individual student learning and appropriate prescription for the next steps by the teacher for the student are made. The process continues in a pressing and efficient manner realizing the brevity of life and the importance of student achievement to our culture, to the world, and to each other.
- When the student knows, can do, and understands the linear line of the subject at the necessary quality level with a picture of what the subject is doing, then the student has the subject.

5. Help The Student To Decide About The Subject And Ask Him To Use The Subject As Appropriate

- The teacher summarizes, makes conclusions, tells why, and does other things here in Section 5 to help the students decide how the subject relates to their individual lives.
 - A review of things mentioned in Section 2 may especially be needed such as: present what it is to possibly gain from the learning or lose from not getting the learning including the costs of the learning (make it worth the costs) and present the human significance of the learning.
 - Serious and possibly life and death culture survival review of the subject conflict-resolution and appropriate approaches along with the necessary supporting evidence and logic may be needed.
 - Open, civil discussion may be appropriate. Again, evaluate how the student feels about the subject and why. Deal with objections real and imagined.
 - Give suggestions as to how the student can overcome obstacles.
 - Don't discourage or belittle any student; also he may later prove you wrong to your embarrassment.
 - Demand excellence as appropriate.
 - Thank the student for coming, attention, efforts, or whatever as appropriate.
 - Tell the student where to from here at the conclusion of the course.
 - Release the student.
 - Follow up with the student as appropriate.
 - During the recruiting for the course, at the beginning of the course, during the course, when making appropriate small talk in or out class, and especially at the end of the course: ask the student to use the subject as appropriate, invite the student to use the subject, challenge the student to use the subject, set the student on fire!
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See the website danielhookemusic.com

Concerning Music Documents in "That's The Way I Understand It - Series": Read all of the music documents to get a picture of what has worked for the writer.

Concerning Religious Documents in "That's The Way I Understand It - Series":

These religious documents are **An Advocate** for interpreting the Bible the way Jesus of Nazareth interprets the Bible. Jesus will honor the Bible if we use it the way He interprets it. ... Jesus our Savior believed the Bible as He interpreted it; so we know that what the Bible says about diligently seeking God and Jesus will be rewarded and honored in some way. Hebrews 11:6; John 14:15, 21; 15:4-6; I Sam. 2:30.

Bible Lessons For Those Who Want To Be Better Informed About This Famous Book

Do you know what the Bible really says and what it offers? Do you know what are some of the main issues in a Bible interpretation position that is **An Advocate** for interpreting the Bible the way Jesus of Nazareth interprets the Bible and what kind of Biblical understanding it offers? Requires a few minutes a day of reading. Uses documents from **That's The Way I Understand It - Series**. [Another approach to the materials in **Studies In Biblical Christianity, A Self-Directed Course Of Study**.]

THE BIBLICAL GOD IS A REWARDER

Are You Informed About Where Biblical Christians Are Coming From As You Make Decisions?

Bible Rewards from God.

A Case For Art Music To Be The Core Of The Church Music Program

Persuasion to help us not to lose the great depth of Worship that is possible with a particular kind of music assuming that it is properly done.

An Easy Bible Reading Plan

Do you know what the Bible really says? With a few minutes a day you can read the entire Bible. The readings are divided into episodes to make your reading more logical and easier.

Encouraging Hope For The Adult Beginning Harpist

Encouragement for adult harpist. Discussion of musicianship for any musician and for many who are not musicians.

The Essence Of Teaching

Provides the professional teacher or the parent as teacher with a momentary reflection on the natural process of teaching hopefully with a more comprehensive, helpful look at teaching.

The Welcoming Committee For The Second Coming

A study in Biblical prophecy and the end times of earth time. **{Help to save you time in figuring out Bible Prophecy.}**

How To Sing At Sight For The Singer And Instrumentalist (How To Hear Printed Music In Your Mind)

Just what the title says. For the professional and the amateur. Get a copy of this document for each member of your performance organization especially if it is a singing group. Drill on it at the beginning of each rehearsal should pay good dividends.

That's The Way I Understand It - Series (continued)

Instant Sunday School – A Ten Year Verse-By-Verse Trip Through The Bible

Requires very little preparation time for a person to lead this group study. All of the work is already done for you. Thus, it is an easy Bible Study to present. This Bible Study goes through the Bible verse-by-verse alternating from time to time between the Testaments. This study can also be done as an individual study. Please see the document for more details and uses. Do you know what the Bible really says to help you discern error and grow? *"Blessed are they that hear the Word of God, and keep it." Luke 11:28*

IS THE CROSS OF JESUS CHRIST CENTRAL TO HUMAN HISTORY?

Has anyone ever told you about Biblical Christianity? Do you know some of the issues about the Bible and Bible interpretation including the issue of is God a rewarder? Uses "The seven last words of Jesus Christ". Uses the story of the thief on the cross beside Jesus. The thief on the cross bad-mouthed Jesus severely. Then, in less than a few hours he converted. What happened? Why did the thief convert? Sinners can be forgiven and redeemed by God. **An Advocate for interpreting the Bible the way Jesus of Nazareth interprets the Bible. {Help to save you time in figuring out the Bible.}**

A Layered Aesthetic Interpretation Of Music For The Performer, Composer, And Listener

A new look at music in human existence. For anyone who makes music at any level and for anyone's enjoyment of music. Not as complex as the title might imply. The principles in this document have application to all of the arts.

A Mathematical And Computer Analysis Method For Catching A Sniper, Etc.

An inexpensive, simple to use tool for law enforcement to identify the law breaker in serial, multiple incident law breaking situations. For law enforcement professionals.

The Pattern Of Prime Numbers

Plus A Prime Numbers Formula

The Pattern of Prime Numbers. For the mathematician. Contains information on macro writing thus making it also for the computer person.

Studies In Biblical Christianity

A Self-Directed Course Of Study

Provides a Picture Study, a Linear Study, and Additional Studies that should go far in giving you the opportunity to examine the explanations, clarifications, and reasons in the view of a Bible interpretation position that is **An Advocate for interpreting the Bible the way Jesus of Nazareth interprets the Bible** to see some of the issues in Biblical Christianity for an introduction or review. Uses documents from **That's The Way I Understand It - Series**. [Another approach to the materials in **Bible Lessons For Those Who Want To Be Better Informed About This Famous Book.**]

A Quick Look At Biblical Christianity

Do you know why Jesus of Nazareth is important? Do you know what He claims His purpose is? Do you know how He supports and interprets the Bible? Compare your answers with this document. Many people who know that Jesus is important have never really investigated Biblical Christianity. Many people are restrained by peer pressure (both social and professional), threat of death, etc. from investigating Jesus of Nazareth or from investigating Biblical Christianity. This is a good document to use to begin your investigation of Biblical Christianity. This document could have also been titled "The Intellectual Basis Of Belief And The Belief Basis Of Intellect".