



SECTION V – LESSON #22

SUMMARY:

This lesson examines the dynamics of learning that produce transformation in the lives of individuals and organizations.

MAIN LESSON IDEAS:

- Teaching is the conceptual communication of ideas, whereas training further requires the student's ability to execute those concepts and teach others.
- The three levels of "knowing," in order to produce them in others, forces the teacher-instructor to become skilled in epistemology.

Understanding the Distinctions between Teaching and Training Part One

by Dennis Peacocke

I. The Teaching-Training Distinctive: overview concepts

A. Let us now take a deeper look at the teaching-training distinctive.

1. Transformation Principle #28

- a. "Teaching" is the communication skill wherein we verbally communicate ideas to people on a conceptual level. Good teaching requires analogies and ways to "connect" with the students' current life experiences. *Teaching is primarily one-way communication.*
- b. "Training" is the art of taking the student through the learning process to the point that the student is able to competently both teach and train others. *Training requires deep interaction between the teacher and student*
The Hebrew-Chaldee word for "train" means to narrow or restrict (Prov. 22:6).
- c. A deception is believing that because we taught something, people have been trained to do it with competency.

B. The contrast of the teaching-training methodologies.

**THE TEACHING-TRAINING METHODOLOGIES:
BOTH ARE ESSENTIAL**

TEACHING: THE MANY

1. Teaching is didactic: the teacher is the *primary communicator*. You can learn from a book, but you cannot be trained from a book.
2. The object of the teacher is the *listener*, i.e., one who *responds to verbalness with verbalness*.
3. The goal of the teacher is to impart the *concepts* he knows and to stimulate both memorization and connective interaction with other knowledge and critical analysis.
4. "Knowing," from a teaching point of view, carries with it the ability to speak what you hold as a belief system. Belief system can be asserted, not usually "proven."
5. Teaching involves *intellectual* "imprinting" (the "Kodak moment").
6. Teaching involves introducing concepts, connecting them to other concepts, and reviewing what they mean.
7. Teaching is based on intellectual pre-suppositions about the nature of life.

TRAINING: THE FEW

1. Training is "Socratic": it induces a deep question-answer, demonstration-evaluation interaction between the trainer/disciple and the disciple.
2. The object of the trainer is the disciple who demonstrates what he has seen and heard for the purpose of evaluation and correction.
3. The goal of the trainer is to impart himself to his disciple, that is, how he thinks, feels, and acts.
4. "Knowing," from a training point of view, means the ability to demonstrate and impart as in Acts 8:1-7. Training involves "imprinting" of thinking, acting, and feeling.
5. Training involves "imprinting" of thinking, acting, and feeling.
6. Training involves the process of think ⇒ watch ⇒ do ⇒ be adjusted ⇒ do again ⇒ think about the essence ⇒ practice again with instruction.
7. Training is based on *applying* what you have been taught to train others.

Teaching and training both desire to take someone to the place of biblical integrity, that is, virtue that holds to its own nature, regardless of what it encounters.

II. Epistemology: The learning process

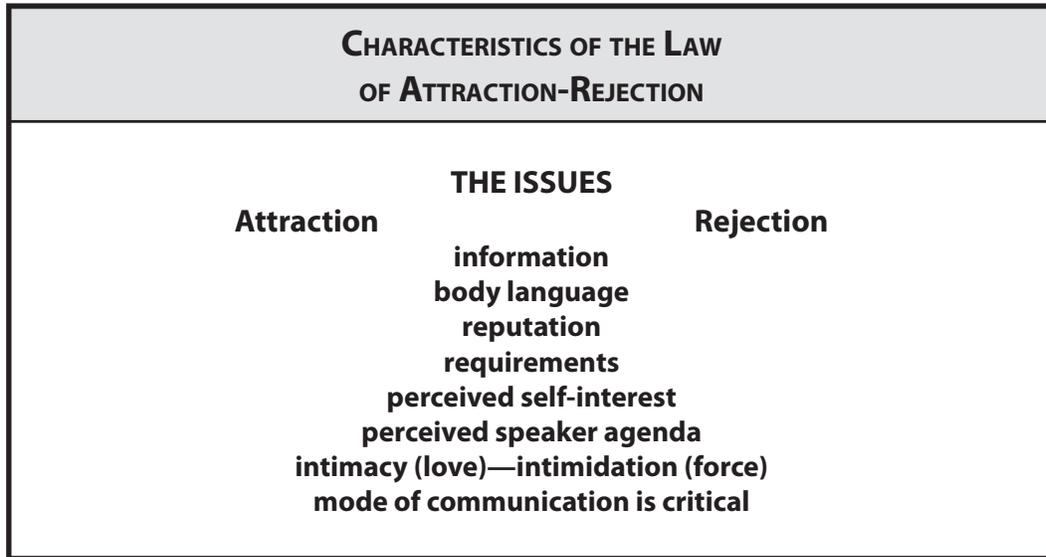
A. "Transformation Principle #33, the three levels of "Knowing."

1. *The conceptual:* We understand not just the "facts" of a situation, but we also understand, to some degree, the how and why of the principles and issues involved.
2. *The executional:* We can demonstrate in a tangible way (Acts 3:6) the belief system that has reached the level of knowing.
3. *The instructional:* We know what we know deeply enough to lead people through the various phases from having a belief system to being instructors themselves.

B. People tend to learn through various "filter systems."

1. There are the personality *characteristics* and *gifts* God has given us (interests, skills, weaknesses, temperaments, etc.).
2. There is the filter of divine calling, that is, an inner drive to be or do some particular thing or action that affects the way we learn. We will discuss these more in the next section.
3. There are deposits left on us from authority figures (parents, teachers, coaches, peers, etc.).
4. There are "marks" from previous life experiences (hurts, fears, successes, etc.).
5. From a biblical point of view, "personality" or group identity is formed by the constant rehearsal of one's history and interpreting it in a *common, consistent manner* (Josh. 4; all).
6. When we teach, train, or learn, we should be aware of the "filter systems" through which the person in question, including the teacher, is both receiving and giving the information.

C. Characteristics of the Law of Attraction-Rejection



In any successful communication, one evaluates the objections or hindrances and factors them into the conversation (teaching-training).

D. The four stages of learning

