

7 Laws of Learner Outline

Law of the Learner

1. Maxims
 - a. Teachers are responsible to cause students to learn
 - b. Teachers are responsible because they control subject, style and speaker
 - c. Teachers should judge success by the success of their students
 - d. Teachers impact more by their character and commitment than by communication
 - e. Teachers exist to serve the students
2. Relationships to be aware of
 - a. Speaker to the subject
 - b. Speaker to the student
 - c. Speaker to the style
3. Maximizers
 - a. Love your students consistently and unconditionally
 - b. Communicate the subject with the students needs and interests in mind'
 - c. Change your style according to each particular situation
 - d. Be yourself
 - e. Keep noticing your students attitudes, attention and actions
 - f. Use your strengths to compensate for your weaknesses
 - g. Depend on Krishna!
4. Rate yourself
 - a. Grade your self
 - i. Scale of 1-10
 1. on subject orientation,
 2. relation to students
 3. communication ability
 - b. What is your biggest weakness (subject, friendliness, communication ability)?
 - c. Name the three things that may cause your classes to be booring
5. Next class you attend rate the speaker
 - a. On scale from 1-10

Law of Expectations;

1. Maxims
 - a. Expectations exist in everyone about everything all the time
 - b. Expectations impact ourselves and other
 - c. Expectations are rooted in the past, influence the present and impact the future
 - d. Expectations are exposed through our attitudes and actions
 - e. Expectations influence the future whether stated or unstated
 - f. Expectations impair others if set too low or too high for too long
 - g. Expectations empower others when guided by love
2. Discussion
 - a. Describe the expectations your parents had for you and how they affected you

- b. Who blossomed you most in your life. Describe.
- c. Who could you blossom and how would you do it.
- 3. Method of Expectations steps
 - a. Examine the person you want to blossom
 - b. State what the person did
 - c. Describe your feeling about what the person did
 - d. Tell the person what you expect from him in the future
 - e. Endear yourself to the person through words, touch etc as appropriate
- 4. Expectations Maximizers
 - a. Employ opportunities purposefully
 - b. Express expectations creatively
 - c. Pick words precisely
 - d. Establish eye contact
 - e. Communicate body language carefully
 - f. Touch others and express emotion appropriately
 - g. Set expectations confidently
- 5. Discussion
 - a. Why do some of us expect the worst rather than the best of someone
 - i. We need to change that
 - b. Why do we like bad news rather than good news gossip
 - c. What are the good visions that a devotee should have about the future for himself
 - d. List words you could use when you are expressing emotion like: I am proud, etc.
 - e. What person would you like to blossom
 - i. Write a paragraph about this persons aspirations
 - ii. Plan on doing it.

Law of Application

- 1. Purposes of spiritual learning
 - a. That the devotee will become perfect in Krishna consciousness
 - b. That the devotee will be equipped to bring others to Krishna consciousness
- 2. Simple methods
 - a. Doctrine
 - b. Personal correction
 - i. To achieve change in character and change in behavior
 - 1. who one is and what one does
- 3. Maxims
 - a. Application is the central reason for spiritual information
 - b. Application is the responsibility of the teacher
 - c. Application and information should be balanced
 - i. Roughly 45-70 percent application in a presentation
 - d. Application focuses instruction on the students' needs
 - e. Application has maximum effectiveness when the student sees the sastric basis
 - f. An application that has impacted the teacher tends to impact the student
 - g. The purpose of the application should be to take the student from studying to obeying
- 4. General method

- a. Step one-spiritual knowledge
 - i. Explain it-content
- b. Step two-the essential principle behind the knowledge
 - i. Expand it-to convince
 - ii. Want to find the essence
 - iii. Be convinced that there is at least one key principle
 - iv. Take the time and effort
 - v. Meditate on the passage
 - vi. Pray to Krishna!
 - vii. State the principle in clear sentence-marketing-short and sweet
 - viii. Make sure the principle is in line with our siddhanta
 - ix. Encourage the class to think of applications
- c. Step three-personalize the principle
 - i. Emotion expressed-conviction
 - ii. Picture the principle in action in different circumstances
 - iii. Show how the principle is universally applicable
 - iv. Show how the principle will help those who apply it
 - v. Tell stories that illustrate the principle
- d. Step 4-persuade-exhort
 - i. Use emotion
- e. Perform-evaluate
 - i. Change habits, etc

5. Maximizers

- a. Pray to Krishna for empowerment
- b. Prepare the application in relation to your students needs
- c. Plan the whole lesson to contribute to the application
- d. Lead your students beyond the general application to specific steps
- e. Illustrate the application with sastra, history, personal experience, and imagination
- f. Employ an appropriate style when calling for commitment
- g. Strengthen the application with student accountability
 - i. To self
 - ii. To peers
 - iii. To significant person
 - iv. To teacher
 - v. To Krishna

6. discussion

- a. evaluate how much time you deal with application when giving a class
- b. evaluate how much time someone else deals with application when giving a class
- c. do a demonstration in front of the class that shows the application of this principle

The Law of Retention

1. Maxims

- a. The retention of facts by the student is the teacher's responsibility

- b. Retention of facts is effective only after they are understood
- c. Retention increases as the student recognizes the content's relevance
- d. Retention requires the teacher to focus on the facts that are most important
 - i. The teacher must learn to sift the facts
 - ii. Irreducible minimum-smallest unit of information necessary for student to have acceptable understanding of a subject
- e. Retention arranges the facts so that they are easy to memorize
- f. Retention strengthens long term memory through regular review
 - i. To move information from short term to long term memory
- g. retention minimizes time for memorization to maximize time for application

2. Discussion

- a. Teacher should teach so that the whole class gets and A. What does that mean
 - i. Grading on curve does not encourage that.

3. Method

- a. Teacher researches material
- b. Teacher sifts to reduce it to irreducible minimum and prioritizes information
- c. Teacher arranges it in such a way that it is mind easy-easy to understand and memorize
- d. Memorization
 - i. Key to memorization is review
 - 1. primary method of memorization
 - 2. only effective when the student understands the material
 - 3. practiced in same order and words until minimum is memorizaed
 - 4. most intense review when facts are first taught
 - 5. regularly practiced and then spaced less and less as time passes
 - 6. review continued until all students have mastery over minimum
 - 7. use a variety of methods to review
- e. Master information
 - i. Indelible memorization
 - ii. In depth comprehension
 - iii. Intuitive integration
 - iv. Independent utilization
 - 1. this should be the primary focus of homework not memorization

4. Maximizers

- a. Represent the facts in a picture
- b. Express the facts with a story
- c. Transfer the facts by the alphabet
 - i. All first letters
 - ii. Rhyming
 - iii. First letters some meaningful order
 - iv. Acrostic
 - 1. Example: ABC-law of the preacher
 - a. Audience
 - b. Belief-realization
 - c. Chaste to parampara
- d. Associate facts with objects or actions

- e. Impress the facts with a drama
- f. Note the facts through music
- g. Summarize the facts with graphs and charts

Law of Need

1. Need model
 - a. Seize attention-What is this
 - b. Stir Curiosity-Tell me more
 - c. Stimulate felt need-example I can satisfy your real hunger
 - d. Surface real need- example: your real hunger is spiritual hunger
 - e. Satisfy real need
2. Need Maxims
 - a. Need building is the responsibility of the teacher
 - b. Need meeting is the teacher's primary calling
 - c. Need building is the teacher's main method to motivate students
 - d. Need motivates to the degree that it is felt by the students
 - e. Need building always precedes new units of content-baiting
 - i. Build the need at the beginning of each new series
 - ii. Build the need at the beginning of each lesson
 - iii. Build the need during the class for the next class
 - iv. Resurface the need when you sense interest is waning
 - f. Need should be built according to the audience's characteristics and circumstances
 - g. Need building may be hindered by factors beyond teacher's control
 - i. External factors-like temperature in room
 - ii. Internal factors-mentality of students, or something going on
3. discussion
 - a. What percentage of teachers do you know that built the need before teaching?
 - b. List 5 of the felt needs of student and contrast them with the real needs
4. Need Method
 - a. Step 1 Find the needs of students
 - i. Direct methods
 1. questions
 - a. like what are three biggest problems people face today?
 - b. Give 2-3 areas in your life you wish we would address in future
 - c. What topics would you like to be taught during the next semester
 2. questions should be open ended
 3. low key interviews with individual students
 - a. What reasons do you think the class is feeling pressure now?
 - b. What struggles are your kids facing now
 - c. How do you think debt is affecting families now?
 4. Anonymous questionnaire
 - a. Open ended questions
 - i. The biggest problem in my life is...

- ii. The Krishna conscious principle I have the most problem with is...
 - 5. Interactions with family members
 - 6. Personal visits to student's homes
 - 7. personal observation
 - a. body language, etc.
 - ii. Indirect methods
 - 1. books that are read by people nowadays
 - 2. magazines and newspapers
 - 3. research studies and polls
 - 4. questioning individuals that interact a lot with the public
 - iii. develop a need inventory for your class
 - b. Step 2. Focus on the need (one need per class)
 - c. Step 3 Forecast the need-bait with negatives and positives as bait
 - i. Think (teacher) what would happen if the need was met
 - d. step 4 Feel the need
 - e. step 5 Fulfill the need
- 5. Need Maximizers
 - a. Describe the need in a factual presentation
 - b. Express the need through storytelling
 - c. Sensitize to the need through drama
 - d. Increase the need through delivery
 - e. Raise the need through music
 - f. Exhibit the need with a diagram
 - g. Symbolize the need with a picture
- 6. Discussion
 - a. Make a list of what you think are the classes top ten needs
 - b. What is the number one need of your class? Why?
 - c. Find out what books are best sellers where you are and what movies are
 - d. What are the 5 greatest spiritual needs in your temple
 - e. From God's perspective what are your 5 top needs/

The Law of Equipping

- 1. Principles:
 - a. One: the primary purpose of teachers is to equip students to help others
 - b. Two: the primary audience of the teachers is devotees
 - c. Three: the primary results of equipping
 - i. Making pure devotees Saints
 - ii. Making preachers
 - iii. Satisfying Srila Prabhupada and Lord Krishna
- 2. Focus
 - a. Moves from what the teacher did to what the students did
 - b. Focus moves from the lesson that was taught in class to what happened after class
 - c. From covering the content to helping students perform pure devotional service
 - d. From teaching of teacher to sharing Krishna consciousness by students

- e. From how many attended class to how many served Krishna between classes
 - f. From theoretical to practical
 - g. From content for class to marketing Krishna consciousness
3. Maxims
- a. Equipping is the responsibility of the teacher
 - b. Equipping best occurs when teacher takes a role of facilitator or coach servant
 - c. Equipping is best evaluated by what student does after class
 - i. Whether he preaches and practices
 - d. Equipping should impact both character and conduct
 - e. Equipping should focus on the most committed
 - f. Equipping requires knowledge, skill and long term commitment
 - g. The ultimate goal of equipping is independent equippers
4. discussion
- a. why is most of teaching focused on content rather than character and conduct
 - b. what would happen if we focused on equipping rather than simply giving information?
5. Equipping Method
- a. Instruct
 - b. Illustrate
 - c. Involve
 - d. Improve
 - e. Inspire
 - i. The ultimate goal is to inspire students to outdo their teacher
6. Equipping Maximizers
- a. One: train your students until they are successful independent users of the skill
 - b. Two: reproduce yourself by focusing on students' skill rather than your style-no imitation
 - c. Three: Alter equipping according to your students's characteristics and circumstances
 - d. Four: increase motivation by relationship, retribution and reward
 - e. Five: nail down basics before developing advanced skills
 - f. Six: encourage students more frequently during early training
 - g. Seven: reaffirm students value independent of their level of performance
 - i. Amount of effort
 - ii. Degree of improvement
 - iii. Demonstration of team spirit and morale
 - iv. Extra credit and unrequired practice
 - v. Outstanding performance