

How Do We Study The Bible? (Part II)

➤ = next PowerPoint

➤ Intro:

- pass out leaning style test, pencils
- **Col. 1:3-7** all men are responsible to God for “learning” His will
 - talked briefly about this, last lesson – process of coming to know God’s word (hear, learn, understand, know)
- review **Part I:** How do we study the Bible?
 - **purpose** of Bible study, **process** to come to know God’s word
 - **Bible study tips:** read, examine (search), study with a teacher, repetition
- **this lesson Part II:** How do we study the Bible?
 - know yourself, and the way you learn

➤ Bible study tip #5: Know yourself, and the way you learn

- entire lesson devoted to the topic of learning
- **note:** I’m not a learning “expert” or educational psychologist, but I have a bachelors in education, and have studied this topic

➤ God commands, and expects us to learn His commands (will)

- **OT: Deut. 4:10; 5:1** God commanded His children to learn

➤ - NT: **Matt. 9:13; 11:29** Jesus commanded people to learn God’s word

➤ - Christians: **1 Cor. 4:6; Eph. 5:10; Tit. 3:14** Christians must learn

➤ - God not given specific learning techniques and aids to use – general, generic

- **authority:** commanded to learn, but the techniques we use are present-day expediencies, different from 1st century
- **individual:** we must know ourselves and how we learn, to carry out God’s desire, and learn His word
- **note:** includes learning tips and techniques, not exhaustive, many avenues to learn more about “learning”

➤ Review learning styles test

- **source:** The College of Education, Tennessee Technical College
- check all boxes that describe you, gives you a pretty good idea of what type of learner you are
 - **valuable in learning the Bible**, as well as anything else you set out to learn
 - **with this knowledge about yourself, apply the lesson** to your learning needs

➤ **Three basic learning styles** (This information was adapted from: The College of Education, Tennessee Technical College; and Mrs. Adams, StudyGuide.org) – quick overview

- **visual learners**

- learn through **seeing**
- learn language skills by **sight**, mainly by **reading and watching**
- learn well from **demonstration process** – must see to understand
- need to see a **teacher's body language and facial expression** to fully understand the content of a lesson
- tend to **prefer sitting at the front** of the classroom to avoid visual obstructions (e.g. people's heads)
- may **think in pictures** and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flip charts and hand-outs
- during a lecture or classroom discussion, visual learners **often prefer to take detailed notes** to absorb the information

➤ - **auditory learners**

- learn through **listening**
- learn best through **verbal lectures, discussions, talking things through and listening** to what others have to say
- **interpret the underlying meanings of speech** through **listening to tone of voice, pitch, speed** and other nuances
- **written information may have little meaning** until it is heard
- often benefit from **reading text aloud and using a voice recorder**

➤ - **tactile/kinesthetic learners**

- learn through, **moving, doing and touching**
- **feeling and touch oriented**, good at **hands-on** tasks
- learn best through a **hands-on approach, actively exploring the physical world** around them
 - good ways to learn are **hands-on projects, or experiments**, writing down the information and applying it to real-life situations
- may find it **hard to sit still for long periods** and may become distracted by their need for activity and exploration

- **application:**

- **the better we understand how we learn, individually**, the better and more efficiently we can learn
- **as Bible teachers**, we must use a variety of techniques to help students learn, knowing our audience and the way different students learn is very important
 - **future:** may have a lesson on **teaching techniques**
 - **this lesson:** focusing on **learning techniques – 7 basic learning techniques**

➤ **Learning technique #1: Make it meaningful**

- before learning anything, you should understand why it is necessary (beneficial) for you to learn it
 - **illus.: Why should you learn God's word?**
 - saved, go to heaven (**Rom. 1:16-17; 1 Tim. 2:4**)
 - **illus.: Why should you be interested in this lesson?**
 - help you learn more about God, be a better Christian and Bible teacher, go to heaven
 - **illus.: How will learning high school algebra make me a better person?**
 - simple algebra is used in many day-to-day aspects of life, even figuring out how many gallons of gas you can afford, and how many miles you can drive, if you only have \$20
 - if you want to design something, like a race car, you'll need algebra
 - knowing algebra will help you get into college, get better job, and make more \$
 - **illus.: employers who help their employees develop a sense of pride, understanding the "greater good" produced by their job, are much more successful**
 - ditto: teachers, preachers, etc.

- God teaches us the "greater good" that comes from our lives as Christians, rather than unbelievers
 - **Matt. 5:13-16** salt of earth, light to world, men see good works and glorify God
 - **Eph. 2:19-22** church, holy temple in the Lord, dwelling of God in the Spirit
 - **1 Tim. 3:15** church, household of God, pillar and support of the truth
 - **1 Pet. 2:5** church, spiritual house, holy priesthood, offer spiritual sacrifices

- understanding the benefit you derive from learning something, will motivate you to learn it
 - seldom will a person expend the time and energy to learn something, if he feels that the knowledge will not be beneficial

- parents / Bible teachers:
 - part of our job is to help students understand why learning a particular lesson is important

➤ **Learning technique #2: Schedule your study time, and don't cram**

- **cramming is a very ineffective** method of learning
- **the most effective learning occurs when you schedule frequent breaks**
 - **set goals and objectives for study sessions** and reward yourself with a timed break at the end of each session
- **schedule to study different topics during long study periods**
 - **don't study just one topic over an extended period of time** – study one topic for a while, take a break, study another topic
 - **illus. my sermon, class, and bulletin prep:** start early in the week, work on one for a while, take a break, work on another for a while
 - help stay fresh, avoid burnout, more efficient productive
 - **illus. obsessive brethren:** some have lost Biblical perspective on a topic by studying it too long, become obsessive, some become “hobby” preachers, some become divisive and contentious over issues where unity could have been maintained otherwise
- **illus.: Acts 17:11 Bereans** examined the Scriptures daily – didn't try to cram it all into 1-2 days
 - regular, conscious effort, examine and learn Scriptures
- **illus.: congregation's teaching program:** organized and methodical, purposeful, teach regular ongoing studies and not try to cram – **3 year overview of Bible**

➤ **Learning technique #3: Organize information in your mind**

- for **effective learning** to occur, you need an **organized method of filing information in your brain**
 - **illus. filing cabinet:** things misfiled in large filing cabinet, almost impossible to find quickly
 - **illus. download a file to computer:** put it somewhere randomly, takes forever to find it
 - **illus.: books of Bible,** incredibly well organized, so well they have to be from God
- **to effectively file information in your brain:**
 - **1st learn generalities**
 - **2nd learn specifics, and associate them with the generalities**
 - **illus. current teaching program:** overview Bible, then go back and study specific books, associating the specifics with the generalities learned during overview
- **student / teacher:**
 - **teachers:** present material in a manner to help students organize and file away in their brain
 - **students:** do what you have to do to file the info away, and recall later
- **application for assemblies and Bible classes:**
 - **1 Cor. 14:40 conducted properly and in order,** so we can worship and learn to the best of our ability, which was prevented in Corinth because of their disorder

➤ Learning technique #4: **Repetition** (mentioned in last lesson)

- **illus.:** jokingly said that the three R's of learning are repetition, repetition, and repetition
 - more to learning than repetition, but repetition is one of the most important learning techniques for every style of learner

- **God uses repetition as a teaching tool** – looked at some Scriptures last lesson
 - **Rom. 15:15** Paul reminded the brethren again in Rome of some points, when writing them.
 - **1 Cor. 4:17** Paul sent Timothy to Corinth to remind them of his ways in Christ.
 - **2 Tim. 1:6** Paul reminded Timothy to “kindle afresh the gift of God.”
 - **2 Tim. 2:14; Tit. 3:1** Paul commanded Timothy and Titus to remind Christians of the things he has written.
 - **2 Pet. 1:12** Peter used repetition in the Scriptures he wrote.
 - **Jude 1:5** Jude used repetition in the Scriptures he wrote.
 - if God uses repetition to teach us, we should use repetition to teach ourselves and others

- **How is repetition useful?**
 - regular repetition increases learning
 - **illus. flash cards:** one of the most common learning tools, learn through repetition
 - **illus. songs:** books of the Bible, apostles, memory verses
 - regular review (repetition) increases retention
 - **illus.:** a student who reviews his notes after class and then again later in the day, greatly increases his retention
 - helpful to restudy learned material - each time the material is studied, learning and retention increases – study, constant restudy

- **When is repetition harmful?**
 - repeat a lie over and over, and people will begin to believe it
 - **illus. false religious doctrine:** tell people something is true enough times, they begin to believe it's true
 - **illus.:** quotes, Joseph Goebbels (yō' zěf göb' əls), Hitler's minister of propaganda
 - “The most brilliant propagandist technique will yield no success unless one fundamental principle is borne in mind constantly - it must confine itself to a few points and repeat them over and over.”
 - “If you tell a lie big enough and keep repeating it, people will eventually come to believe it.”
 - our responsibility is to investigate what is taught, and only believe it after it's proven to be truth with the Scriptures, not believe something just because a lot of other people believe it, or because hear it a lot

➤ **Learning technique #5: Association**

- **it's easier to learn something new, if we associate it with something we already know**
 - **illus.: easier to remember a new acquaintance's name**, if we associate the person with someone we already know – **Jennifer and Ashley**, FC students visited, associated names with members Jennifer and Ashley
 - **illus.: remember a Scripture we are trying to learn by relating it to another Scripture**
 - **Jn. 3:16 love**: God loved world, sent Son, whoever believes eternal life
 - **1 Jn. 3:16 love**: know love, that Jesus laid down His life for us, we ought to lay down our lives for the brethren

- **God uses association as a teaching tool**
 - **illus. Jesus' parables**: teaches us about the kingdom of heaven by associating it with a mustard seed, leaven, treasure hidden in a field, merchant seeking fine pearls, a dragnet cast into the sea, a head of household, children, and a landowner (**Matt. 13:31, 33, 44, 45, 47, 52; 18:3; 20:1**)
 - **illus.: Peter teaches us about our salvation** by associating it with **Noah's** salvation (**1 Pet. 3:20-21**)
 - **illus.: Paul teaches us about Jesus** by associating Him with **Adam** (**Rom. 5:14**)
 - **illus.: Paul teaches us about Jesus and His priesthood** by associating Him with **Melchizedek** (**Heb. 7:1-28**)

- **student / teacher:**
 - **teachers**: present lessons and illustrate in such a way to help students make associations – it's like. . . .
 - parables: Bible, present-day
 - teach the same lesson using different Scriptures and Bible stories
 - **student**: you are the only one who can make a meaningful association in your mind – it's like. . . .

➤ **Learning technique #6: Visualization**

- **visualization helps us learn because our brain believes what it sees**
 - **our brain doesn't know the difference between actually seeing something, and imagining it** in our mind's eye
 - **illus.: test some years ago, two sets of basketball players**, one practiced free throws and the other visualized, the one's who visualized improved the most
 - **note:** this is not the occult practice of visualization, where they believe one can imagine something to come about and it mysterious does, by psycho-spiritual powers – we're discussing learning technique
- **ways to use visualization:**
 - **creates a picture or diagram in your mind**
 - **illus.: Bible teacher calls for you imagining being at the cross** when Jesus died - **makes meaningful**
 - **illus.: technique I often use to present lesson, give illustrations – see in mind, communicate**
 - **visualize events to help remember history facts** (dates, events, etc.)
 - **illus.: can remember events in Christ's life** by imagining them – **Passover night, crucifixion**
 - **can do mental role play, visualizing successful accomplishment of a task**
 - **illus.:** teaching Bible class, fulfilling a leadership role in the church's assembly, playing a sport, taking a test, etc.
 - **can use visualization and association together to memorize anything**
 - **illus.: picture going to the grocery store and walking down an isle**, at each place you stop, there is another fact you see in your mind. to recall the facts see yourself walking down the isle and stopping at each place
- **God giving us descriptions on heaven helps us visualize, motivates us through visualization**
 - **Rev. 4; 7; 20-21 throne scene, saints in heaven**
- **student / teacher:**
 - **teacher:** our job is to help students visualize, especially historical narratives and Scripture expressed in pictures – parables, prophesy
 - **children's class:** draw and make things, have pertinent art, maps, illustrations on the walls, act out the Bible stories
 - **sermons:** use a picture to illustrate the lesson, like the one used at beginning of this lesson
 - **students:** our job is to use visualization to better understand and remember God's word

➤ **Learning technique #7: Recitation and explanation**

- **recitation and explanation: the process of learning material by putting it in your own words** (vs. a teacher's words), **helps you file the information in a logical method**

- **illus. write** the information you are learning, in your own words

- **illus.: study by explain the material you're learning out loud**, to yourself or a friend – Dawn and Erica studying for learner's permit

- if you know material well enough to talk about it, you know it pretty well

- **God wants us to be able to recite and explain His word to others**

- **Heb. 5:11-14** if we understand the first principles, we'll be able to tell others about them

- **illus.: Rebecca Jones**, could hardly read, but had learned first principles, told lots of people, some converted

- **1 Pet. 3:15** always be ready to make a defense to everyone who asks you to give an account for the hope that is in you

- if we can't tell others about the first principles of God, we need to keep working on them, then constantly review

- **students / teachers:**

- teachers: when possible, use discussion to increase learning

- **students:** take advantage of class discussion to aid in your learning, then talk about spiritual things with others to help you learn them better – **when students discuss, their learning increases exponentially**

- **end Part II**

- **Col. 1:3-7** every one of us are accountable for learning God's word and will to the best of our ability

- use the learning techniques we've talked about to help you – **audio and outline on BibleStudyGuide.org**

- **know yourself, and the way you learn**

- **PP - review last slide**

- **inv.:** if you've learned what God requires of you to be saved. . . . obey. . . .

Interactive Learning Styles Test

(Source: The College of Education, Tennessee Technical College)

Directions: Place a check in all the boxes that describe you. The list with the greatest number of checks is your dominant learning style.

Tactile/Kinesthetic Learning Style:

1. reaches out to touch things
2. collects things
3. talks fast using hands to communicate what they want to say
4. constantly fidgeting (e.g. tapping pen, playing with keys in pocket)
5. good at sports
6. takes things apart, puts things together
7. prefers to stand while working
8. likes to have music in the background while working
9. enjoys working with hands and making things
10. likes to chew gum or eat in class
11. learns through movement and exploring the environment around them
12. may be considered hyperactive
13. good at finding their way around
14. comfortable touching others as a show of friendship (e.g. hugging)
15. prefers to do things rather than watching a demonstration or reading about it in a book

Visual Learning Style:

1. asks for verbal instructions to be repeated
2. watches speakers' facial expressions and body language
3. likes to take notes to review later
4. remembers best by writing things down several times or drawing pictures and diagrams
5. good speller
6. turns the radio or TV up really loud
7. gets lost with verbal directions
8. prefers information to be presented visually, (e.g. flip charts or chalk board)
9. skillful at making graphs, charts, and other visual displays
10. can understand and follow directions on maps
11. feels the best way to remember something is to picture it in their head
12. follows written instructions better than oral ones
13. good at solving jigsaw puzzles
14. gets the words to a song wrong
15. good at the visual arts

Auditory Learning Style:

1. follows oral directions better than written ones
2. would rather listen to a lecture than read the material in a textbook
3. understands better when reads aloud
4. struggles to keep notebooks neat
5. prefers to listen to the radio than to read a newspaper
6. frequently sings, hums or whistles to themselves.
7. dislikes reading from a computer screen especially when the backgrounds are fussy
8. when presented with two similar sounds, can tell if sounds are the same or different
9. requires explanations of diagrams, graphs, or maps
10. enjoys talking to others
11. talks to self
12. uses musical jingles to learn things
13. would rather listen to music than view a piece of art work
14. uses finger as a pointer when reading
15. likes to tell jokes, stories and makes verbal analogies to demonstrate a point