

LESSON 10

THE TEACHING-LEARNING PROCESS

Introduction

Christian teaching should fulfil Christ's commission to teach the people of God "to observe all things whatsoever I have commanded you" (Matt. 28:20a). A church's teaching ministry can help shape the lives of the people who come under its influence, producing Christian character. Aimless or accidental teaching does not normally induce the kind of conduct implicated in Jesus' command. Two goals of Christian education in churches are to change the lives of the learners and to inspire them to Christian behaviour. Christian conduct will not be produced through undisciplined instruction. A teaching-learning process is needed. The teacher follows a very disciplined procedure to achieve his goal—changed lives and Christian conduct. This lesson introduces the reader to this process.

List two goals of Christian education.

- 1.
2.

(1. to change lives; 2. to lead to Christian behaviour)

Is the following statement true or false?

Christian conduct can be produced through undisciplined instruction.

(false)

Teaching and Learning

Each adult teacher should want to contribute to the spiritual maturity of his students. How can he achieve this purpose? Many Christian educators reduce teaching and learning to five steps.

Encounter

Before a person can learn Bible truth and apply it to his life, he must first hear it. People must encounter the gospel before they can learn it. Jesus intimated as much when He said, "Go ye therefore . . ." (Matt. 28:19). A basic step in teaching is bringing individuals in contact with the Christian message. Very little teaching and learning can transpire without such contact. The Bible study leader should assume responsibility for drawing adult church members into a Bible study class, as well as for reaching beyond the church for new students. Once the teacher has gathered his class, he can expose them to the Bible's truth. Both reaching people for Bible study and exposing them to the gospel's message comprise the first step in Bible teaching. Moses' counsel to Israel should not go unheeded by modern Bible teachers:

A basic step in teaching is bringing individuals in contact with the C m

(Christian message)

Assemble the people, the men and the women and the little ones, and thy sojourner that is within thy gates, that they may hear, and that they may learn, and fear Jehovah your God, and observe to do all the words of this law (Deut. 31:12, ASV).

Repetition

Repetition in learning is as old as education. Learning by repetition means that the thing (or things) to be learned is repeated as many times as necessary until learned. For example, a film that skilfully used this principle was shown

A principle as old as education is

(repetition)

to a group of employees to help them increase their organization's sales. The sales techniques to be learned were repeated three times in the film: in the introduction, the main body, and the summary.

Jesus' conversation with Simon Peter in John 21:15-19 is another vivid illustration of this principle. Jesus asked Simon three times if he loved Him. Each time Simon affirmed his love for Jesus. Following each affirmation, Jesus commanded Peter to take care of His flock. In this passage, Jesus taught Peter the true attitude towards God and his proper function as a servant of God. The counsel Peter gave to the elders in 1 Peter 5:2 demonstrated that Peter learned his lesson well. He counselled them also to "feed the flock of God."

Just as Jesus used repetition to teach effectively, an experienced teacher builds repetition into his lesson plan. He presents the material he wants pupils to learn in various ways. By doing this, the learners are exposed to the subject matter several times during the class period. The teacher will also use this principle in planning learning activities for learners. When learners work through several exercises based on the material to be learned, the prospect of their learning the material is significantly increased.

### Comprehension

Comprehension has been defined as the ability to understand the meaning of material.<sup>1</sup> For Christian education, however, comprehension must mean more than intellectual exercise. The Bible is more than material to be used in academic pursuits. It has another dimension. The Bible is the living Word. Comprehension in Christian education also means that the learner must do more than agree with the Bible lesson he hears: he must understand its meaning for his life. The Bible deals with life. Any realistic understanding of the Bible's teachings recognizes how they relate to everyday life. For example, the Beatitudes constitute some of Jesus' most profound teachings for life. Comprehending these statements involves more than simply understanding their language. The learner must probe for deeper meaning. He must comprehend their relation to his life. The learner should ask himself such questions as, "How does this teaching relate to my life?" and "What should I begin doing that I have not been doing to carry out these teachings of Jesus?"

To say that the understanding of Scripture must be related to daily life is not to deny that the meaning of the written Word must also be understood. To be sure, Scripture must be understood intellectually before it can be applied to daily life. The exegesis of words, phrases, and verses is prerequisite to understanding a biblical teaching's relation to life. Only when the learner studies the passage can the Holy Spirit open his understanding to the truth.

<sup>1</sup> Norman E. Gronlund, *Stating Behavioral Objectives for Classroom Instruction* (New York: The Macmillan Company, 1970), p. 20.

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Give a biblical reference that shows how Jesus used the principle of repetition in teaching. \_\_\_\_\_

(John 21:15-19)

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How can I carry out this teaching of Jesus?  
What does this teaching say to me?



Understanding the teachings of the Bible then includes intellectual knowledge as well as meaning for life.

Since the Bible is a living Book, how can a learner hope to comprehend its message? He cannot do it alone. Grasping the meaning of biblical passages comes about through divine revelation. Jesus said: "The Comforter, which is the Holy Ghost, whom the Father will send in my name, he shall teach you all things, and bring all things to your remembrance, whatsoever I have said unto you" (John 14:26). The person who wants to understand Scripture then must rely on the Holy Spirit to help him. Before the learner approaches the Bible passage he wants to study, he should pray for the Spirit's guidance, and he should maintain an attitude of prayer throughout his study.

### *Conviction*

The point has already been made in this book that one purpose of the gospel is to change lives. Christian education is a function given to the Church to help accomplish this goal. But encounter, repetition, and comprehension alone do not accomplish the goal. Conviction also is needed. The rich, young man in Matthew 19:16-22 met the Lord, knew Moses' Law and understood Jesus' meaning, but he lacked sufficient conviction to live by what he knew.

Conviction carries learning for living to another level. Conviction has been defined as a strong persuasion or belief. Many people can comprehend many things without having enough conviction to live by their enlightenment. Christian teaching must include the communication of conviction. Edge stated: "One must believe the teaching to the point where he is willing to follow the teaching regardless of the difficulty involved. He must have a conviction that is so strong it will lead to action."<sup>2</sup>

One of the most effective means of teaching conviction is by example. The teacher who demonstrates by his living will find less problems in teaching conviction than the one who attempts to teach some truth without personal conviction. The proverb that "more truth is caught than taught" has application at this point. A teacher can no more effectively teach a truth that he does not believe than he can describe a place he has not seen. The teacher who teaches truth with strong personal conviction can expect his pupils to react positively. The teacher who attempts to teach a conviction he does not own becomes "as sounding brass, or a tinkling cymbal."

### *Application*

Application helps learners use information and knowledge in new ways. It is the practical aspect of learning. Gaining knowledge for knowledge's sake or to satisfy the ego is legitimate for those so inclined. But in Christian education, the goal is more dramatic. Christian education attempts to teach people to experience the full and meaningful life. Jesus said, "I am come that they might have life,

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*One purpose of the gospel is to \_\_\_\_\_*

*(change lives)*

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*Christian teaching must include the communication of \_\_\_\_\_*

*(conviction)*

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<sup>2</sup> Findley B. Edge, *Teaching for Results* (Nashville: Broadman Press, 1956), p. 37.

and that they might have it more abundantly” (John 10:10b). In helping people find this life, Christian teachers seek to help learners apply what they learn to their daily lives.

Application as used in this study guide does not refer to the moralizing, bringing out truths, making general applications, and exhorting that usually accompany a Sunday school lesson on Sunday morning. Rather, it refers to the carry-over of the lesson’s truths into the lives of the class members. This carry-over should involve at least two things. First, carry-over includes the actions that individuals can do alone or personally. For example, the teacher may ask the group to begin a daily quiet time, to witness, or to vote according to Christian principles. Secondly, the group may undertake an action or project based on the lesson’s teaching. The teacher may plan group carry-over as he makes his lesson plan. At other times, the teacher can plan carry-over activities with the group. Regardless of how it is done, carry-over actions for the group should be planned and carried out. Teaching truly takes place when learners put to work in their daily lives what they have been learning in the Bible study group.

### Basic Learning Principles

#### *Learning starts with the learner*

Knowledge of the learners is a prerequisite for good teaching. The teacher should know how much the learners understand about the topic being studied and their present attitudes towards it. This helps him know where to begin his teaching. He should begin to teach at the level of the learners’ understanding and development.

#### *Learning requires interest*

A person’s interest contributes significantly to learning. One of the author’s sons is interested in basketball. The sport dominates his attention, and he spends many hours practising. His motor skills in basketball have improved greatly during the past years. He works hard to learn the game because he is interested. Another son shows no interest in basketball, but he likes to camp outdoors. He has learned many survival skills because of his interest in camping. All people are like the writer’s boys: they learn best that which interests them.

Bible teachers should recognize and apply this learning principle. The teacher should discover ways to arouse the interest of the learners. If interest is not stimulated, little or no learning will take place. But the teacher should also be aware of the difference between his interest and the students’ interest. The students will not automatically be interested in the same study topics in which the teacher is interested. Bible study leaders should carefully plan to stimulate the curiosity and interest of the learners at the beginning of the lesson. The alert teacher knows that there is no reason to proceed if interest has not been aroused in his students.

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Application in this study guide refers to \_\_\_\_\_

(Compare your answer with the text.)

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What is a prerequisite for good teaching?

(knowledge of the learners)

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Little or no learning will take place if \_\_\_\_\_  
is not stimulated.

(interest)

### Learning results from need

Adults face a variety of needs and problems each day. Individuals learn through their needs. For example, Robinson Crusoe was marooned on a deserted island. How did he survive? He survived through learning to meet his needs. Through trial and error, he learned carpentry, hunting, cooking, agriculture, basket-weaving, and to make his own cooking and eating utensils. Robinson Crusoe lived because he learned to invent.

Teaching is never easy. If the teacher of adults expects learning to take place, he must teach to meet his students' needs. To accomplish this, he should first identify their needs. He may ask questions such as, "What needs can this lesson meet for the learners?" and "How should this material be presented to meet these needs?" Once the teacher has identified his students' needs, he should prepare and teach the lesson to meet these needs.

### Learning involves action

An individual must react, or respond, to teaching to learn. One can sit through a Bible lecture without learning anything. Dr. Findley Edge stated, "In Sunday school we have a lot of talk; what we need is more action."<sup>3</sup> He meant that teachers need to involve their pupils in learning activities. Learning activities should not be restricted to the class-room but should also be conducted outside it. Students often will learn more about Christian living and service by working on a meaningful project than by listening to a lecture.

Jesus effectively applied this principle in His teaching. On two occasions, Jesus sent out groups to minister and to evangelize (Luke 9:1-6; 10:1-12). The Master Teacher knew this practical experience would increase their learning and make them more useful servants in His Kingdom. One has only to look at the commitment and success of these first Christians to realize how effective their learning was. Dr. Edge concluded that Christian teachers can do no better than to follow Jesus' example here: "To do less is to fail by that much."<sup>4</sup>

Thus the effective teacher uses activities to help his students learn. For example, Christians in one Third World country influenced their government to remove its lottery system for collecting revenue. An alert Bible teacher should have seized this opportunity to teach Christian citizenship and to involve learners in the movement to remove the undesired system. Through their participation, the students would have learned to apply principles of Christian citizenship more effectively in their daily lives. The serious teacher knows that practice helps to increase learning, and he will plan activities and projects to involve learners in active learning.

<sup>3</sup> *Ibid.*, p. 48.

<sup>4</sup> *Ibid.*, p. 49.

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Individuals learn through their \_\_\_\_\_.

(needs)

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Are the following statements true or false?

1. Teaching is always easy. \_\_\_\_\_
2. The teacher should teach to meet his students' needs. \_\_\_\_\_

(1. false; 2. true)

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Students often will learn more from working on a \_\_\_\_\_ than by listening to a \_\_\_\_\_.

(project, lecture)



Planning activities and involving students in them require commitment, time, and work. But the effort pays off. Thus, in preparing a lesson, the teacher should plan activities to increase learning. These activities may be intellectual, psychological, or motor. Such activities should occur both during and outside of class sessions. People learn most effectively by doing.

### *Learning includes association*

People were attracted to Jesus. They were drawn to Him by His warm, absorbing personality. Those persons who associated with Christ were changed forever. Individuals learn by association with other persons. The statement has been made that Bible teaching is only as good as the teachers. This means that people are highly influenced by their leaders. Students learn many important lessons for living by observing the attitudes and actions of their teachers. Teachers should endeavour to develop wholesome Christian characteristics, because the Christian life should be the most winsome life of all. The teacher's life should be worthy of imitation and should inspire it.

### **Motivation for Learning**

One of the foremost goals of religious education is to lead people to change their behaviour: unsaved persons are led to receive Christ and to embark on a new life, and Christians are helped to grow to new levels of commitment to Christ and Christian behaviour. Jesus intimated as much when He commissioned the Church to teach (Matt. 28:19-20). But adults usually resist change and have to be strongly motivated before they are willing to change their attitudes and behaviour. Williams stated that "no learning or change of behaviour takes place unmotivated, whether it is learning of facts, skills, or basic values and attitudes."<sup>5</sup>

How to motivate people is a complex subject that cannot be treated fully in this section. It is hoped that the following discussion will stimulate the students' own creativity.

### *The meaning of motivation*

Human beings are complex. Psychology has helped man realize that he is the sum of his environment and experience. Unseen and immeasurable forces work within him to affect his behaviour. This means that motivation is something that takes place within a person. External forces can interest and inspire persons but cannot alone motivate them. Motivation to behave in a certain way is found within oneself.

Since man is complex, something must change the balance of forces within him to affect his decisions. The things that rearrange these forces within an individual may be called motivators. These motivators alter an individual's perception of his environment; the world begins to look

<sup>5</sup> James D. Williams, *Guiding Adults* (Nashville: Convention Press, 1969), p. 108.

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*List three things required in planning activities and involving students in them.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*(1. commitment; 2. time; 3. work)*

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*The teacher's life should be worthy of \_\_\_\_\_ and should \_\_\_\_\_ it.*

*(imitation, inspire)*

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*Adults usually change their attitudes because of s \_\_\_\_\_ m \_\_\_\_\_.*

*(strong motivation)*

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*Man is the sum of his \_\_\_\_\_ and \_\_\_\_\_.*

*(environment, experience)*

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*What are motivators?*

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*(things that rearrange forces within an individual)*

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differently to him. When things start to appear in a different light to the individual, he decides to change his behaviour. Motivation causes a visible difference in behaviour.

Thus motivation may be defined as a process within a person which causes him to make certain decisions that alter his behaviour.

### Getting learner participation

Most adult education is voluntary. This is especially true of religious education. The first problem a Christian teacher faces is how to induce people to attend learning sessions.

1. Adults are often motivated to attend study groups, such as Sunday school classes, when they recognize that some personal need or shortcoming can be helped.
2. Anticipation can be a motivator. Adults frequently decide to participate in study groups because they anticipate personally-rewarding experiences.
3. The adult learner can sometimes be motivated by his kinship with fellow human beings. An adult may participate in learning situations when he realizes that other people have similar problems. He may recognize that he could find solutions to his problems by entering a discussion of problems common to most people.
4. Individual study may also serve as a motivator. A teacher may have difficulty persuading a person to attend a Bible study group. By giving him a book to read on the subject under consideration, the teacher may provide him with a motivator. Individual study may motivate the person to want to learn more about the subject being studied. His new interest can lead him to join the group.
5. Examination of study materials being used by the group will often be a motivator. When adults see the kind of materials being used by the church, they frequently desire to take part in learning.
6. Public announcements sometimes motivate people. Announcements of study opportunities offered by the church can be made from the pulpit, in church bulletins, by posters, and by signs.
7. Personal invitations and encouragement often motivate people's participation in Bible study.

### Getting and maintaining interest

Motivation that stimulates a person to attend a Bible study group, such as a Sunday school class, may not be sufficiently strong to keep him involved. If a person's interest is not captured in the study session, he will drop out. What can be done to obtain and keep a person's interest in learning?

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Define motivation.

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(Compare your answer with the text.)

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List seven ways adults may be induced to attend learning sessions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

(Compare your answers with the text.)

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*Conversion.*—Christian conversion is a powerful motivator. When a person receives Christ as his Lord and Saviour, the forces within him are altered and realigned. The individual begins to see the world in a completely different light—the light of God’s love and grace. This new experience and relationship motivate the Christian to want to learn Christ’s commands. He modifies his behaviour to embrace the learning opportunities offered by his church.

On the other hand, the offer of salvation appeals to those individuals who are seeking deliverance. Many people are motivated to study the Bible in hopes of finding the answer to their spiritual hunger. Jesus promised as much (Matt. 5:6).

*The Holy Spirit.*—The Holy Spirit can effectively motivate and sustain interest in Bible study. Christian leaders should not overlook the importance of the Holy Spirit in motivating adults to learn. The reader is encouraged to read passages, such as Philippians 2:13; Exodus 4; Genesis 12:1-4; and Isaiah 6, to become better acquainted with the Divine Motivator.

*Satisfying experiences.*—Interest in learning may be motivated by pleasant learning experiences. One of the major discoveries of behavioural research has been that satisfying experiences can be good for a person’s ego as well as for his productivity. When a person experiences something meaningful to him or that helps him cope with his problems, his interest is stimulated, and he more eagerly participates in the learning process. For example, an individual who has been learning how to witness becomes highly motivated when he leads someone else to trust in Christ. Leading another person to Christ is an extremely pleasant experience.

*Stretching.*—When one thinks of “stretching,” one imagines a person straining to reach an object beyond his grasp. Saul W. Gellerman suggested that stretching an individual helps motivate him. Gellerman defined stretching as “assigning a man to responsibilities that are always a bit beyond those the man himself . . . is ready for.”<sup>6</sup> *Challenge* is another word that describes this concept. A person’s interest in learning is often motivated by something that challenges him. The learner endeavours to do something he has never done. The challenge excites and stimulates him. The learner spends long hours coping with the challenge. The achievement of the challenge motivates the individual to experience more of the same. Most people’s interest in learning can be increased by helping them achieve a significant accomplishment. Many people have to be thrust into achievement before they are motivated for more achievement. Jesus used stretching when He sent out the seventy. They had never been on a mission like that. Jesus had always been with them, but He knew they needed to stretch themselves. The achievement of this challenge highly motivated them. These disciples were overflowing

<sup>6</sup>Saul W. Gellerman, *Management by Motivation*, (New York: American Management Association, Inc., 1968), p. 107.

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*Christian conversion is a \_\_\_\_\_*

*(powerful motivator)*

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*The one motivator that can do more than all others to capture and sustain interest in Bible study is \_\_\_\_\_*

*(the Holy Spirit)*

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*Satisfying experiences can be good for a person's \_\_\_\_\_ as well as for his \_\_\_\_\_*

*(ego, productivity)*

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*Challenge is another word that describes \_\_\_\_\_*

*(stretching)*

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*Most people's interest in learning can be increased by helping them \_\_\_\_\_ a significant \_\_\_\_\_*

*(achieve, accomplishment)*

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with excitement and joy when they returned from their mission. They exclaimed, "Lord, even the devils are subject unto us through thy name" (Luke 10:17).

*Communication.*—Without communication, learning does not take place. All learning depends on effective communication. The quality of communication determines the quality of learning. Since adults need to be motivated to learn, motivation itself depends on effective communication.

As far as religious education is concerned, effective communication involves sending out appropriate messages to the learner that he hears and understands. The correct interpretation of these messages helps motivate the learner to enter the learning process eagerly. He becomes more than a body occupying space. The learner's interest has been stimulated, and now he actively pursues learning.

The teacher who wishes to communicate effectively should recognize that meaningful communication is also dialogue. Communication does not move in one direction. If it does, it is not effective. Communication flows in two directions: it is a two-way street. Great emphasis has been placed in this modern age on learning how to transmit information, but no message is as well understood as the one whose receiver can discuss it with the sender. No matter how well the message may be stated, the receiver still must translate it into terms that fit his own experience, his own idiom, and his own way of thinking. Until the receiver is able to integrate the message into the thought patterns he has already developed, the message will be, at best, dimly understood.

Feedback then is essential to effective communication and motivation. Feedback refers to the information, thoughts, feelings, or attitudes that the receiver gives back to the sender. When this sharing takes place, the receiver's interest in learning is more likely to be captured and maintained.

In order to make feedback possible, the learning leader should create an atmosphere of love, trust, and acceptance. Communication often takes place without an individual's being aware of it. Feelings and attitudes can be conveyed by a gesture or by the tone of one's voice. If the teacher inadvertently conveys negative non-verbal attitudes in his message, the opportunity for stimulating feedback is lost. Communication is severely hampered when the opportunity for feedback is removed.

Jesus should be the teacher's communication model. He was the Master Communicator. John 4 aptly describes His communication with the woman at Jacob's well. He engaged her in a dialogue that stimulated her interest. He paused at various times and allowed her to feed back to Him her feelings, information, and attitudes. He continued the dialogue until she learned the lesson He wished to communicate to her: His messiahship.

*Participation.*—As a result of behavioural research, industry has learned that employees become more productive when their talents and ideas are brought into the

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*Learning does not take place without*

\_\_\_\_\_.

*(communication)*

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*Define effective communication according to religious education.* \_\_\_\_\_

\_\_\_\_\_

*(The teacher sends out appropriate messages that are heard and understood.)*

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*Define meaningful communication.* \_\_\_\_\_

\_\_\_\_\_

*(Compare your answer with the text.)*

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*Feedback is essential to effective*

\_\_\_\_\_ *and* \_\_\_\_\_.

*(communication, motivation)*

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*The Master Communicator was* \_\_\_\_\_.

*(Jesus)*

planning process. This lesson has pointed out that adults learn best by participating in learning activities. Including adults in planning and carrying out educational goals and activities helps motivate them for learning. When an adult has some say in what is to be learned, he is stimulated to give his best to that learning experience. Teachers who want to motivate their learners should plan carefully to include them in planning and in conducting the learning experiences of the group.

Helping people have the full and meaningful life promised by Jesus is too important to be done haphazardly. The unprepared teacher is a poor steward of the time and talents God has given him. Understanding how learning takes place, what motivates people to enter a learning situation, and how to communicate helps the teacher prepare his lesson and teach it more effectively. The teacher's application of these factors also improves the student's understanding and learning. The teacher who sincerely wants to help people learn the Bible and grow spiritually will work hard to master the teaching-learning process.

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*Adults learn best by participating in \_\_\_\_\_*

*(learning activities)*

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*Is the following statement true or false?*

*Teachers who want to motivate their learners should plan carefully to include them in both planning and conducting learning experiences. \_\_\_\_\_*

*(true)*

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## Home Study Exercise

**Basic activity** (Levels 1, 2, and 3). After reading the study guide text, answer the following questions.

1. What is the goal of Christian education in churches? \_\_\_\_\_

\_\_\_\_\_

2. How can the teacher contribute to the spiritual maturity of his students? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. List five basic learning principles. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What usually causes adults to change their attitudes and behaviour? \_\_\_\_\_

5. What is motivation? \_\_\_\_\_

\_\_\_\_\_

6. How can adults be induced to attend learning sessions? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What powerful motivator causes the forces within an individual to be altered and realigned? \_\_\_\_\_  
\_\_\_\_\_
8. What is the one motivator that can do more than all others to capture and sustain interest in Bible study? \_\_\_\_\_
9. What is one of the major discoveries of behavioural research in the field of interest in learning? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What is meant by *stretching* as a motivator for interest in Bible study? \_\_\_\_\_  
\_\_\_\_\_
11. Learning does not take place without what element? \_\_\_\_\_
12. What is effective communication according to religious education? \_\_\_\_\_  
\_\_\_\_\_
13. What should the teacher who wishes to communicate effectively recognize? \_\_\_\_\_  
\_\_\_\_\_
14. What is essential to effective communication and motivation? \_\_\_\_\_
15. Who was the Master Communicator? \_\_\_\_\_
16. How do adults learn best? \_\_\_\_\_

**Supplementary activity** (Levels 2 and 3). The following activities are based on the study guide text.

1. Explain the five basic learning principles.
2. Summarize factors which help induce people to attend learning sessions.
3. Explain Christian conversion as a motivator.

**Advanced activity** (Level 3). The following activities are based on the study guide text.

1. Write a one-page essay on the following topic: How to Obtain and Keep a Person's Interest in Bible Study Sessions.
2. Justify the statement: Without communication, learning does not take place.
3. Evaluate participation as a motivator.

### **Seminar Discussion**

1. Name and discuss five steps in learning.
2. Name and discuss five principles of learning.
3. How can satisfying experiences lead a person to greater involvement in Christian service?
4. Discuss the importance of communication in learning.
5. Discuss practical ways to motivate adults for Bible study.