

# 4 Discovering and Doing

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Juan was pleased when Maria was given the bread recipe which had been used by her mother and grandmother for years. He had always enjoyed the warm, crusty loaves that the women in her family baked. Maria read the recipe then placed it on the kitchen table. She proceeded to make her bread dough using the same ingredients and recipe that she had used since she and Juan had married. After only one bite of the freshly baked bread, Juan knew Maria's bread was not like her mother's. Maria had all the instructions for baking delicious bread, but she had continued in her old method of making dough without making any changes in her recipe. Without making the changes the new recipe called for, there was no way Maria's bread could taste like her mother's.

You may recall some experience in which you learned new information but did not act on it. Learning includes discovering truth, but it does not end there. Learning should also lead one to apply the truth to his daily life. In this lesson you will study how people learn to discover truth and how they act on that truth in making appropriate changes in behavior.

## ***lesson outline***

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Two Concepts of Learning

Changing the Learner

Levels of Learning

How People Learn

Nurturing Christian Growth

## ***lesson objectives***

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When you finish this lesson you should be able to:

1. Evaluate activities to determine whether they result in transfer or discovery learning.
2. Identify learning results associated with change through a learning type.
3. Describe how people learn by identifying various levels of learning.
4. Indicate factors involved in human learning.
5. State the importance of encouraging Christian growth.

## ***learning activities***

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1. Study the lesson and answer the study questions in the usual manner.
2. Learn the meanings of any key words that are new to you.
3. Take the self-test at the end of the lesson and check your answers.

## ***key words***

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acquisition

assimilate

conditioning

convictions

generalizations

necessitates

permeates

perpetuate

relevant

retention

verbatim

## ***lesson development***

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### **TWO CONCEPTS OF LEARNING**

**Objective 1.** *Evaluate activities to determine whether they result in transfer or discovery learning.*

You already have some understanding of what *learning* and *teaching* are, no doubt. Your definitions may not be technical or formalized, but you have some idea what these words mean.

### ***Application***

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**1** Write a simple definition of these terms as you presently understand them.

**a)** Learning is

.....

**b)** Teaching is

.....



Since you wrote what you think, there can be no right or wrong answers. Many people hold either one or the other of two popular points of view on this matter. As I explain them, you decide which view is more like the one you wrote.

Some people regard telling as teaching and listening as learning. If someone tells a story, states facts, or explains information, it is assumed he has taught. And if someone listens when a teacher does these things, it is assumed that he has learned. The learner may be expected to write or copy the teacher's words and memorize them. If the learner can recall the information later and recite the teacher's exact words, according to this view, he has demonstrated mastery of the material—he has learned.

Teachers who perceive the teaching-learning process in this way talk a lot and require their learners to sit and quietly listen. They believe that teachers teach lessons; therefore, they view

the lesson content as the key element in the process. To them, teaching is seen as the transfer of information from the teacher to the learner. How do you suppose this interpretation affects the teacher's style of teaching in the classroom?

The teacher, in this context, is considered a source of knowledge. He is supposed to have extensive knowledge of the subject, and the learner is viewed as having little or no knowledge of the subject. The teacher's task, therefore, is to transfer his superior knowledge of the subject to the "empty mind" of the learner. This concept of the teaching-learning process has led many teachers to attempt to lecture rapidly in order to cover many facts, complete their lessons, and give the learner maximum exposure to much information. Because this view expects a transfer of knowledge from the teacher to the learner, it is called either the transfer approach or transfer learning.

Another method of teaching operates on the assumption that the learner is the subject of the operation and must be involved in the process. Adherents of this point of view believe that the learner should be equipped to do more than merely recite the information correctly. They want the learner to understand the material and be able to relate it to previous knowledge, developing some personal convictions about it and learning to use it in establishing values as a basis for solving life's problems. This approach requires the learner to interact personally with the material; the learner must discover truth through his own efforts.

Notice the different emphasis in this second approach: the teacher teaches a person rather than a lesson. The learner and the results of his learning are the important elements. This teaching method requires the teacher to guide the learner in the process of learning. Its adherents do not equate filling the learner's mind with knowledge with significant learning; they do believe that the teacher can and should help the learner discover and apply truth. This view is called either the discovery approach or discovery learning.

## **Application**

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**2** Read the two stories which follow. Then write 1 in front of each question that is an example of transfer learning and 2 if it is an example of discovery learning.

Brigette has taught a children's Bible study class each Sunday at her church for several months. "Okay, girls and boys, please sit down now. Fold your hands and sit quietly while I teach you the Bible lesson," she says regularly as she begins her lesson. She then proceeds to tell a Bible story while the children sit and listen to her.

Pierre, also, has been teaching a children's Bible class at another church for some time. His learners move about the room busily engaged in making props for the Bible story they have been discussing. Sometimes, each one restates an aspect of the Bible lesson to the group and tells what one can learn from the biblical example. Or they act out the story.

- ... **a** Based on her performance in the classroom, Brigette appears to be influenced by which approach to teaching and learning?
- ... **b** The description of Pierre's classroom in session demonstrates that he has adopted which approach to teaching and learning?
- ... **c** Which approach is more like the definition you wrote for question 1?

**3** In which one of the above-mentioned classes would you expect to find more learning taking place—learning that builds on the basis of previous knowledge and experience and prepares the learner to find solutions to problems? Why? Write your answers in your notebook.

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Brigette holds more to the transfer view. When she is teaching, telling the Bible story, she believes the children are learning while they listen, and they are to some degree.

Pierre, however, uses the discovery approach. He wants the learners to interact personally with the material, and he has arranged different activities to help them make discoveries for themselves.

You may have attended classes where both of these concepts of teaching and learning were followed. In the past, the transfer approach was common, and it is still used; however, modern teachers tend to follow the discovery approach. The discovery approach is based on current understanding which has resulted from psychological and educational research. If you have studied under the transfer approach, you may have wondered if it was the best approach. It is indeed important to understand many facts that concern us in today's world. And it is important to be able to remember and recall this information which helps us to be knowledgeable and alert to life around us. However, it is far more practical to understand the facts you have learned in a way which can be applied to the solving of real life problems. The ability to apply knowledge, as we shall see, comes through experience, through use.

Please memorize the following definitions of teaching and learning. You will be required to recognize the correct definitions of these words in the self-test and in the student report.

1. Learning is discovering information and making desired responses to that information.
2. Teaching is helping people learn.

Perhaps you are beginning to understand that teaching and learning are interdependent. Generally speaking, if one teaches effectively, according to the foregoing definition, learning results. If receptive learners fail to learn anything, effective teaching has not taken place. We may think of teaching and learning as two sides of one coin. They are inseparably joined as two parts of one whole concept. Because of this, we will refer to the process as teaching-learning.

## Application

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**4** Write 1 in front of each activity below that results in transfer learning and 2 if it results in discovery learning.

- ... **a** Memorizing Bible verses
  - ... **b** Discussing alternative viewpoints
  - ... **c** Researching a concept
  - ... **d** Listening to a lecture
  - ... **e** Doing an experiment
  - ... **f** Copying information from a chalkboard
  - ... **g** Locating a city on a map
  - ... **h** Hearing a story
- 

## CHANGING THE LEARNER

**Objective 2.** *Identify learning results associated with change through a learning type.*

Change is essential to learning. The learner discovers information and responds to it. If the learner does not change, learning has not taken place; and if learning has not taken place, teaching has been ineffective.

## Application

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**5** Read Matthew 28:19–20 and observe particularly Jesus' command. Write on the line below what disciples are to be taught to do. ....

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Do you understand the connection between teaching disciples to obey everything Jesus commanded and our observation that learners must change if learning occurs? How could someone obey the commands of Jesus without

first understanding them and then building his life on them? Obedience implies fully accepting and doing what is learned. Knowledge must be translated into action if it is to be effective. The major goal of learning, then, is for the learner to put truth into action, being convinced of truth to the point of making it his own and changing his life accordingly.

Our efforts to nurture Christian growth are particularly affected by this concept. Our goal is to see people changed by helping them grow in Christ so that His life can find living expression through their lives. Christian nurture helps people to be changed progressively into the likeness of Jesus. When we become Christians, our lives may be far from Christlike; however, as His life grows within us and we adjust ourselves to what we learn about Him, we take on His likeness.

### ***Application***

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- 6** Based on the foregoing information, circle the letters in front of the statements which complete correctly the following sentence. Learning takes place when
- a)** teachers do all the talking.
  - b)** learners change consistent with the truth.
  - c)** learners listen carefully but give little indication of any response.
  - d)** learners put truth into action.
  - e)** learners discover and respond to information.
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Change must occur in learners if learning is to take place. But how are learners expected to change? As a child grows, he changes. He gradually takes on more adult-like characteristics. Changes are expected with growth. Learning change is generally thought of as growth, maturing, or adjustment.

Educators have identified three areas in which learning changes occur: 1) knowledge, 2) attitudes, and 3) behavior. It helps me to remember these by thinking of them as the head (knowledge), the heart (attitudes), and the hands (behavior). All learning change occurs in these three areas.



Change in knowledge may include adding new information, correcting a point of view, or acquiring increased support for a viewpoint. Changes in attitudes involve values and feelings. Changed values or feelings may reflect an increased or decreased degree of feeling about something. Changes in behavior often involve the skills that are required to do something. These changes may include developing new skills or becoming better, faster, or more efficient in the performance of a task. Quite frequently in the spiritual realm changes also include a changing of goals and the changing of habits—discontinuing those that are detrimental to Christian growth and acquiring those that encourage it.

The area of attitudes is the most difficult to change as people tend to cling to their values. Human emotions run deep, and a change in values necessitates adjustment in emotions and attitudes. Changing values is not easy; nevertheless, this area is a primary concern of those involved in nurturing Christian growth. With proper teaching, however, changes can be brought about in all three areas.

## Application

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**7** Match each activity (left) with the appropriate area of change (right).

- |   |              |
|---|--------------|
| ... <b>a</b> Memorizes Bible verses                             | 1) Knowledge |
| ... <b>b</b> Love for God deepens                               | 2) Attitude  |
| ... <b>c</b> Learns to cut out a picture                        | 3) Behavior  |
| ... <b>d</b> Feels sorrow about another's problems              |              |
| ... <b>e</b> Changes view on a doctrinal issue                  |              |
| ... <b>f</b> Learns to direct a Bible study group               |              |
| ... <b>g</b> Gains new facts to support a belief already held   |              |
| ... <b>h</b> Senses urgency of task more intensely              |              |
| ... <b>i</b> Develops technique for effective witnessing        |              |
| ... <b>j</b> Acquires skills for teaching a Sunday School class |              |
| ... <b>k</b> Builds a logical argument for God's existence      |              |
| ... <b>l</b> Desires to perpetuate church traditions            |              |



## LEVELS OF LEARNING

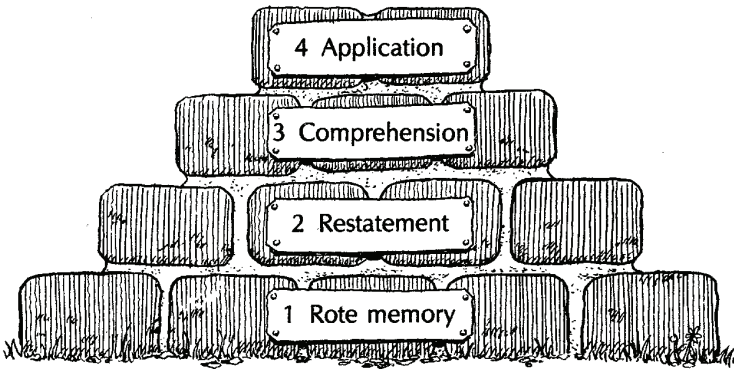
**Objective 3.** *Describe how people learn by identifying various levels of learning.*

When can you say you know someone? Do you know someone after having met him just once? You may know him well enough to recognize him when you see him again and you may remember his name, but do you really know him? Many encounters are required to know someone well. We might

say that a growing acquaintance with someone is marked by degrees or levels of friendship.

Similarly, there are various levels of learning. We learn some information at one level and other information at another level. Educators have identified four levels by different terms, and each one is often found where nurturing is taking place.

#### LEVELS OF LEARNING



1. *Rote memory.* The learner memorizes facts of information and is able to recall or recognize the information later.

*Example:* The learner memorizes and recites a Bible verse verbatim.

*Not an example:* The learner explains a Bible verse using his own words.

2. *Restatement.* The learner knows material well-enough to restate it in his own words. He can change information into different forms without changing the meaning.

*Example:* The learner writes a paraphrase of a Scripture passage or states a doctrinal point in his own words without changing the meaning.

*Not an example:* The learner writes a statement of doctrine exactly as it appears in the Statement of Fundamental Doctrines.

3. *Comprehension.* The learner discovers relationships among facts, integrates new information into what he has already learned, makes generalizations, forms values, and develops skills.

*Example:* The learner understands the meaning of a scriptural principle and applies it to his own life.

*Not an example:* The learner repeats what the teacher said without understanding the terms or their meanings.

4. *Application.* The learner uses information to solve life's problems, modify his attitudes and behavior, and make evaluations of good or bad, right or wrong. As he applies information in new and concrete situations, he engages in original, creative thinking. These abilities require the identification of issues and the selection and use of appropriate data and skills to resolve issues and solve problems.

*Example:* The learner changes his habits or practices to conform to a scriptural command or principle.

*Not an example:* The learner hears the biblical teaching about tithing explained but fails to give any of his money in the offering.

## **Application**

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**8** Indicate the level of learning associated with each of the following activities by writing the number of the level (right) on the line in front of each activity (left).

- |              |  |  |
|--------------|--|--|
| ... <b>a</b> | Quoting John 3:16 from memory  | 1) Rote memory                                       |
| ... <b>b</b> | Rewriting Psalm 23, using a contemporary figure instead of the ancient figure of a shepherd                    | 2) Restatement<br>3) Comprehension<br>4) Application |
| ... <b>c</b> | Combining truth from two passages of Scripture and concluding a principle from them                            |  |
| ... <b>d</b> | Loving an enemy after studying Jesus' teaching in the Sermon on the Mount                                      |  |
| ... <b>e</b> | Explaining in his own words the meaning of the word salvation  |  |
| ... <b>f</b> | Identifying the correct completion to a Bible verse after choosing from a list of four possible completions    |  |
| ... <b>g</b> | Developing a Bible study using information discovered while listening to a sermon                              |  |
| ... <b>h</b> | Understanding the need for spiritual maturity after comparing several Bible verses together                    |  |
| ... <b>i</b> | Comparing a new discovery from the Bible with truth learned previously   |  |
| ... <b>j</b> | Volunteering to teach a Bible class after discovering the relationship between teaching and spiritual maturity |  |



## HOW PEOPLE LEARN

**Objective 4.** *Indicate factors involved in human learning.*

What factors are involved in human learning? How do people learn?

### Through the Senses

The five senses—seeing, hearing, smelling, touching, and tasting—are doorways through which people physically experience their environment. People learn more through some senses than through others. Educational research indicates that people learn through the senses in approximately the following proportions:

#### *HOW WE LEARN*

Seeing	83%
Hearing	11%
Smelling	3.5%
Touching	1.3%
Tasting	1%

Seeing and hearing are considered the two most effective senses for learning. Learning is greatly increased when information is both seen and heard. And retention is considerably greater when information is perceived by more than one of the senses.

#### *WHAT WE RETAIN*

10%	of what we READ
20%	of what we HEAR
30%	of what we SEE
50%	of what we SEE and HEAR
70%	of what we HEAR and TELL
90%	of what we HEAR and DO

Therefore, to facilitate learning and increase retention, learning activities should involve more than one of the senses. Ideally, the learning experience is maximized when the learner

responds either verbally to what he has heard or actively by doing something in response to what he has heard.

Compare mentally what you have learned earlier in this lesson about the need for the learner to obey the truth and what you have discovered here about the senses. Learning through hearing and doing is retained longest. Using truth as the basis for making life choices and guiding actions is the goal of learning.

## Through Involvement

The learner alone can do the learning. He must discover truth for himself through personal interaction with the information. No one else can learn for him or force him to learn. The learner must personally interact with the material for desired changes to occur. This involvement may be intellectual, emotional, or physical, and in Christian nurture we may add spiritual involvement. People learn through a direct, active involvement and interaction with the material.

While we cannot learn for another nor force him to learn, we can plan learning activities which provide opportunities that facilitate learner interaction with the truth. If you are helping someone grow spiritually, you can create a setting for the lesson, provide resources, and structure experiences which will lead him to discover, change, and learn.

## Through Practice

People learn by practice or conditioning. When an action is repeated many times it usually becomes a habit. After that, quite routinely, without planning or even thinking about the activity, we continue to perform in the same way we have practiced. Talking is learned in this way. Also, we learn to ride a bicycle by practice, and we learn to swim by swimming. We develop patterns of behavior in the Christian life, too, such as reading the Bible, praying, attending church, and obeying God's Word.

Conditioning is considered a low level of learning because it does not require understanding by the learner. We develop habits simply by repeating the action frequently. It is quite

possible to act habitually without understanding the significance of the action or realizing what is taking place. Both positive and negative factors are involved in the formation of habits. As you teach others and help them mature toward Christlikeness, you must be aware of these factors and use this principle wisely.

## Through Problem Solving

Problem solving is a means by which people learn. When faced with a difficult situation, people tend to find a solution. A common saying points to this truth: “Necessity is the mother of invention.”

In teaching situations, it may be helpful to begin with problems the teacher and students can solve together. As the learners are led into the Bible and other resources, meaningful solutions are found. The teacher guides the learners through problem solving situations, but he does not provide answers to every problem. As a learner considers possible alternatives and decides on a course of action, learning takes place. In this way his critical thinking skills begin to develop, and the learner solves problems on his own initiative.

## *Application*

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**9** Match the learning activities (left) with the ways people learn (right) by placing the appropriate numbers on the lines in front of each activity.

- |   |                            |
|---|----------------------------|
| ... <b>a</b> Locating Bible verses              | 1) Through the senses      |
| ... <b>b</b> Seeing a picture                   | 2) Through involvement     |
| ... <b>c</b> Making a model of the tabernacle   | 3) Through practice        |
| ... <b>d</b> Deciding between two choices       | 4) Through problem solving |
| ... <b>e</b> Hearing a story                    |                            |
| ... <b>f</b> Memorizing Scriptures              |                            |
| ... <b>g</b> Solving a conflict with a neighbor |                            |
| ... <b>h</b> Doing a workbook assignment        |                            |





Human learning is not simple. Many factors such as the nature of the individual, natural ability, interests and needs, background, and values are involved in the learner discovering truth and applying it in his own life experiences. Learning is equipping for life. Planning activities which lead the learner to interact with truth and structuring learning opportunities which enable him to recognize when and how to apply the lesson material for making choices and solving problems are a major function of the teacher.

## **NURTURING CHRISTIAN GROWTH**

**Objective 5.** *State the importance of encouraging Christian growth.*

Learning involves discovering and doing—interacting personally with truth and putting that truth into practice. The learner must change. He must grow through modifying knowledge, adjusting attitudes, and correcting behavior.

These fundamentals of learning are essential to Christian nurture. Christian nurture is life-centered. It involves more than acquiring biblical and spiritual knowledge. Christian nurture is a process for changing lives into the likeness of Christ, enabling people to grow toward spiritual maturity.

There is a body of revealed spiritual truth to be studied. God has revealed himself in the form of written truth. Christians involved in the nurturing process will encourage people to study the Scriptures and know this information.

Those involved with Christian nurture also recognize that attitudes and values are of prime importance. Attitudinal changes are basic to the task of Christian nurture. Jesus taught that the very purpose of the Christian is to love God with his total being. This love, which is an expression of the will, is extended to his neighbor, and ultimately is revealed in his own self-concept. Love permeates the attitudes and values of a Christian, and how these attitudes are projected depends on how one has learned to express them. Growing spiritually and becoming more Christlike help us make attitude adjustments to be more like Him.

Likewise, knowing and feeling are not enough. Full obedience to Christ is necessary. We are not fulfilling our responsibility to nurture Christian growth until the truth finds living expression in believers. Obedient conduct is basic to the Christian life. Since our task in Christian nurture is to foster spiritual life, we must seek to help people grow until the life of Christ finds mature, living expression in their behavior.

### ***Application***

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- 10** Circle the letter in front of each TRUE statement.
- a)** Christian nurture seeks to bring about change primarily through knowledge.
  - b)** Learning involves changing knowledge, attitudes, and behavior.
  - c)** Since the nurturing ministry seeks change in many areas, few short-term gains result from these efforts.
  - d)** Christian nurture involves changing lives to conform to the pattern set by our Lord.
  - e)** Christian nurture involves learning biblical truth.
  - f)** Since truth is powerful and life-changing, we need not encourage or direct change; all initiative for change should originate with the learner.
  - g)** As we nurture Christian growth, our attempt, essentially, is geared to change in the area of knowledge.
  - h)** In the process of Christian nurture, learning leads to the life of Christ finding appropriate expression in Christians.
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**self-test**

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- 1** According to this lesson, learning that changes the knowledge, attitudes, and behavior of learners must involve interaction with an application of the lesson to life because
- a)** what one sees and hears alone is seldom retained.
  - b)** lessons which require an action response are retained much longer.
  - c)** what one does is more important than what one thinks.
  - d)** what one does is more important than who one is.
- 2** If a Christian is told that it is his responsibility to share the gospel with others, we know he has learned the lesson best if he
- a)** reads extensively on the subject of stewardship and evangelism.
  - b)** attends many seminars on soul-winning and effective witnessing.
  - c)** receives the message of his duties well and gives whole-hearted approval.
  - d)** takes advantage of an opportunity to share Christ with an unbeliever.
- 3** Jesus' parable of the house built on the sand by the foolish man (Matthew 7:24–27) teaches us that
- a)** not all people have the ability to understand truth.
  - b)** change for the good is made in one's life when he applies the truth to life situations.
  - c)** knowledge is more important than action.
  - d)** action is not dependent upon knowledge.
- 4** Some teachers who employ the transfer approach to learning judge the outcome of their efforts on the basis of students' ability to remember the information exactly as it was given. This response calls for what level of learning?
- a)** Rote memory
  - b)** Restatement
  - c)** Comprehension
  - d)** Application

**5** According to the facts we have studied, the discovery approach to learning emphasizes all of the following except one. Which statement is NOT emphasized by this approach?

- a)** The learner should be involved in the learning process, understanding new material and relating it to what he already knows.
- b)** The learner should develop some personal convictions about the material he learns.
- c)** The lesson content is the key element in the teaching-learning process.
- d)** The learner should learn to use the material in establishing values as a basis for solving life's problems.

**6** Jesus' command to make disciples of all nations, teaching them to obey everything He commanded them implies that

- a)** the change in learners is evidence that learning has occurred.
- b)** learning involves accepting truth and applying it to one's life.
- c)** teaching is comprehended in this: it is giving the learner all the truth.
- d)** the things mentioned in a) and b) are correct.

**7** All learning change occurs in three areas: knowledge, attitudes, and behavior. The area of attitudes is most difficult to change because

- a)** of the difficulty one experiences in adding new information to his existing knowledge.
- b)** people hold tightly to their values.
- c)** it is difficult to learn and apply new skills to one's life situation.
- d)** it means acquiring new or increased support for a point of view.

**8** According to our study, educational research indicates that learning involves

- a)** primarily one kind or level of learning which simply matures as one learns.
- b)** learning by degrees all the information one will ever learn in life.
- c)** various levels of learning: we learn some information at one level and some at other levels.
- d)** three stages: early, middle, and later periods, during which we assimilate all factual knowledge.

**9** The experience of the learner who is at the rote memory learning level is characterized by the ability to

- a)** memorize facts and recall or recognize them at a later time.
- b)** know facts sufficiently well so that he is able to express them accurately in his own words.
- c)** use information to solve problems and engage in creative thinking.
- d)** discover relationships among facts and integrate new information into the body of knowledge he has already acquired.

**10** When a learner is able to use information to solve life's problems, modify his attitudes and behavior, and make appropriate value judgments, he is at what learning level?

- a)** Rote memory
- b)** Application
- c)** Comprehension
- d)** Restatement

**11** When the learner knows material well enough to change it into different forms without changing the meaning, using his own words, he is operating at which learning level?

- a)** Comprehension
- b)** Application
- c)** Rote memory
- d)** Restatement

**12** The learning level at which the learner discovers relationships among facts, integrates new information with what he already knows, makes generalizations, forms values, and develops skills is

- a) Comprehension
- b) Application
- c) Rote memory
- d) Restatement

**13** One of the generalizations we can safely make is that people learn

- a) equally through all their senses.
- b) best through a combination of any two of the senses.
- c) most effectively through their seeing and hearing senses.
- d) regardless of the senses employed in the learning process.

**14** Educational research indicates that retention is greatest when

- a) more than one of the senses is employed in learning activities.
- b) one sees and hears information presented.
- c) one hears and tells what he has learned.
- d) the learner hears and then acts upon what he has heard.

**15** In our discussion of how people learn, all of the following statements were noted except one. Which one was NOT noted?

- a) The learner must personally interact with the material for changes to occur (through involvement).
- b) The learner learns by conditioning, by repeating an action until it becomes a habit (through practice).
- c) The learner, when faced with a difficult situation, tends to find a solution (through problem solving).
- d) The learner performs best and learns most rapidly when he learns on his own without directions or instructions (through self-motivation).

**16–17** Consider each of the following examples carefully to see which learning approach is employed and what level of learning is likely to occur. Then discuss briefly the positive or negative factors you see in the approach. You might offer either a suggestion for improvement or a justification for the use of that particular approach.

**16** Rolf teaches a large adult Bible class. He stands in front of the class and lectures each Sunday. He has good notes, is well-prepared, and uses many examples and experiences from life to illustrate his lesson content. He uses maps and visual aids, also, to help students learn the facts better. Some students take notes while he talks; most sit quietly listening, giving him their full attention. He expects the learners to “know” the material he has covered. He believes that their performance on a weekly quiz (which calls for recognition of the precise points he has made) demonstrates their mastery of the material. Circle the letter in front of the learning approach he uses and the letter in front of the level of learning likely to occur.

- a) Transfer learning
- b) Discovery learning
- c) Recognition
- d) Restatement
- e) Comprehension
- f) Application

**17** Sheri is the teacher of a Bible class for secondary students. She has the students seated around large tables on which are some concordances, Bible dictionaries, Bible atlases, paper, and pencils (as well as various other miscellaneous Bible reference books). She usually gives a brief overview of the lesson and then writes a number of relevant questions on the chalkboard. While she encourages students to volunteer answers, she watches carefully to see that no one is left out of the discussions as she directs the interaction and projects. Often the students state in their own words what lessons they can learn from their studies, how this knowledge affects the way they think, feel, and behave, and how new information fits into their current value system and knowledge. They are encouraged to use the knowledge gained to solve life problems and to add to their own value system. Sheri tends to evaluate their progress on the basis of their responses, as well as their behavior and attitude changes. Circle the letter in front of the learning approach Sheri uses and that in front of the highest level of learning likely to occur in her class.

- a) Transfer learning
- b) Discovery learning
- c) Recognition
- d) Restatement
- e) Comprehension
- f) Application

**18** Teaching, as we learned in this lesson, is defined as

- a) telling someone something.
- b) directing activities that keep people busy.
- c) helping people to learn.
- d) convincing someone of the correctness and reasonableness of something.

**19** Learning, as discussed and defined in this lesson, is

- a) listening to a source of information.
- b) seeing and hearing a presentation of factual information.
- c) discovering truth after an extensive search.
- d) discovering information and making desired responses to it.



- 20** The goal of learning is described in this lesson as
- a)** using truth as a base for making life choices and guiding actions.
  - b)** building a framework for life's decisions that is intellectually, socially, and psychologically feasible.
  - c)** the acquisition of the knowledge, attitudes, and skills necessary for a full and productive life.
  - d)** the development of man in his total makeup: knowledge, attitudes, and skills.

## answers to study questions

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- 6** **b)** learners change consistent with the truth.  
**d)** learners put truth into action.  
**e)** learners discover and respond to information.
- 1** **a)** Many people say something like this: Learning is receiving information, such as a lesson, from someone.  
**b)** Many people believe that teaching involves dispensing information to a listener or listeners.
- 7** **a** 1) Knowledge  
**b** 2) Attitude  
**c** 3) Behavior  
**d** 2) Attitude  
**e** 1) Knowledge  
**f** 3) Behavior  
**g** 1) Knowledge  
**h** 2) Attitude  
**i** 3) Behavior  
**j** 3) Behavior  
**k** 1) Knowledge  
**l** 2) Attitude
- 2** **a** 1) Transfer learning  
**b** 2) Discovery learning  
**c** 3) Your answer
- 8** **a** 1) Rote memory  
**b** 2) Restatement  
**c** 3) Comprehension  
**d** 4) Application  
**e** 2) Restatement  
**f** 1) Rote memory  
**g** 4) Application  
**h** 3) Comprehension  
**i** 3) Comprehension  
**j** 4) Application

- 3** Your answer. I would expect the learner in Pierre's class to learn more than a learner in Brigitte's class. The learner in Pierre's class, being involved in the process, would tend to identify with the lesson and it would be more meaningful to him than if he were a mere spectator.
- 9**
- a** 3) Through practice
  - b** 1) Through the senses
  - c** 2) Through involvement
  - d** 4) Through problem solving
  - e** 1) Through the senses
  - f** 3) Through practice
  - g** 4) Through problem solving
  - h** 2) Through involvement
- 4**
- a** 1) Transfer learning
  - b** 2) Discovery learning
  - c** 2) Discovery learning
  - d** 1) Transfer learning
  - e** 2) Discovery learning
  - f** 1) Transfer learning
  - g** 2) Discovery learning
  - h** 1) Transfer learning
- 10**
- a**) False
  - b**) True
  - c**) False
  - d**) True
  - e**) True
  - f**) False
  - g**) False
  - h**) True
- 5** Disciples are to be taught obedience to the commandments Jesus gave.

