

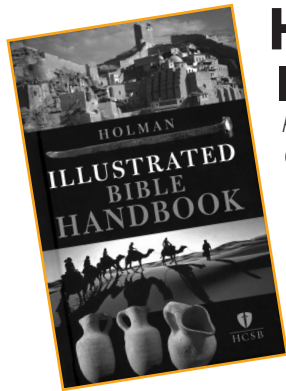


# Gospel Advocate Quarterly Update

A news and product update published by Gospel Advocate Bookstores

Summer 2013

## Special Gifts From Gospel Advocate



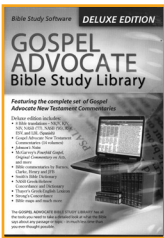
### Holman Illustrated Bible Handbook

A hand-sized, easy-to-use hardcover Bible handbook that provides a wealth of visual resources. Full-color adds to the photos, maps, paintings and charts. A key text for each book of the Bible references the Holman Standard Bible.

B95874 Reg. \$17.99

**SALE \$12**

### Bible Study Libraries on CD The Gospel Advocate Bible Study Library on CD, Deluxe Edition

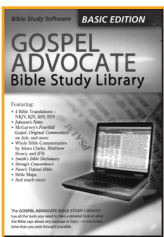


This Bible study resource has the tools you need to take a detailed look at what the Bible says about any passage or topic. The deluxe edition of the Gospel Advocate Bible Study Library on CD is the ONLY place to find Gospel Advocate's classic New Testament commentaries in an electronic, searchable version. It also has eight Bible translations: NKJV, KJV, ESV, ASV, NASB, UNASB, NIV84 and La Biblia De Las Americas; Johnson's Notes; works of

J.W. McGarvey; Barnes' Notes on the New Testament; commentaries; concordances; dictionaries; the International Standard Bible Encyclopedia; Nave's Topical Bible, maps and more. MS Windows 7, Vista or XP.

GA150DL \$149.99 **SALE \$79.99**

### The Gospel Advocate Bible Study Library on CD, Basic Edition



Features five Bible translations — NKJV, KJV, ASV, Young's and ESV; Johnson's Notes; McGarvey's Fourfold Gospel and Original Commentary on Acts; commentaries by Clarke, Henry and Jamieson, Fausset & Brown; Smith's Bible Dictionary; Nave's Topical Bible; maps and more. MS Windows 7, Vista or XP.

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Choc./Blue Garden C38803

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## Presenting Memorable Adult Classes

by Dave Laton

Many of us have sat through Bible classes (or sermons) trying to absorb what was being said, only later to be unable to recall very much if any of what was presented. As students we bear the responsibility to listen and apply what was taught (James 1:22).

As teachers we carry a tremendous responsibility to present God's Word in ways that our students learn and grow spiritually by applying it in their lives (James 3:1). It is therefore important to remember that the way in which we present information strongly influences the way in which students recall and apply what is presented.

My purpose in this short article is to provide some ideas to help teachers of adult Bible class programs in this effort. We will briefly look at how we gain information during lessons, and how information can be presented in ways that help us store it for easier recall.

### Gaining Information

We tend to remember information most effectively that is presented at the beginning and end of a class. Material presented in the middle, particularly in long presentations, can easily be lost and thus not recalled.

• *Shorter lessons.* Our minds categorize information in either long-term or short-term memory. Therefore, the longer a presentation

*(continued on page 2)*

## In This Issue ...

- GA Bible Study Books
- Curriculum Order Forms
- Summer Series Ideas
- Graduation Gifts

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## “Adult Classes”

(continued from page 1)

lasts the more easily it is for the audience’s concentration to begin to wander and allow distractions to creep in. When this happens, our minds become saturated with facts that we have not had an opportunity to fit into any framework. Thus, unstructured facts may displace other unstructured facts, resulting in confusion and inability to recall the information. Simply put, what we hear is replaced with other information. This is especially significant when as adult students we have a host of thoughts running through our minds at any one time. Even though those thoughts might be valuable in themselves, it nevertheless interferes with our learning process.

- *Creating relationships.* Help students move the information from short-term memory to long-term memory by relating facts and concepts to other facts and concepts, and show their relevancy to each other and to the student’s lives. This helps us internalize and take ownership of the information. It further helps us establish neural links that make recall easier and retention last longer. Linked information is better remembered than information that stands alone. Isn’t it amazing how wonderfully God has made us? “I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works; and that my soul knoweth right well” (Psalm 139:14 KJV).

- *Short-term memory.* Recall of material is often greatest not during a period of instruction, but shortly (within 10 minutes) after a presentation has concluded. The students have had time to move the information from short-term to long-term memory. However, unless information is reviewed regularly or applied directly in our lives, recall of facts

declines quickly, so that after a relatively short time, only a tiny percentage of the information may be remembered.

- *Review.* Even very quick reviews of information can be extremely effective in the presentation of a topic, as they keep the overall framework into which information is to be fitted fresh and alive. This is best accomplished immediately at the conclusion of a presentation by summarizing main points as a transition to the next points.

- *Multi-sensory reminders.* Information is most effectively remembered when as many of our senses as we can bring to bear are involved in the class. The senses serve to reinforce each other, especially with complex ideas and concepts. Pictures, words on a slide, verbal explanations, or concrete examples aid in our recall. Having students look up the text, read it aloud, and then summarize in their own words what it is saying will aid in this effort.

### Designing a Presentation

- *Take adequate breaks.* A wise person once said, “The mind can only absorb what the seat can endure.” With this in mind, try to time your presentations so as to not exceed 45 to 50 minutes in length before allowing a break. This break serves as an opportunity for students to reflect and discuss what was presented during the previous period. Further, it allows students who might not have had a chance or desire to ask a question in class to approach you with their inquiry. However, too much of a good thing might be ineffective. Try not to shorten the presentation to less than 20 minutes. This simply does not present sufficient time for our minds to process and catalogue the material effectively.

- *Summarize.* Take advantage of the awareness of higher retention at the beginning and end of presentations by using overviews and

summaries. If transitioning during the lesson from one complex concept to another, use interim summaries and reviews to reinforce the information. You may want to ask general questions about the topic so as to reinforce the information in the one who answers and those who hear it again. However, a point to remember is to clearly state the correct response in the event an erroneous one is given.

- *Provide a framework.* If the session is part of a series of other presentations, spend a few moments at the start to show how this topic fits in with other sessions, both those preceding and those following. This helps bring together information from previous sessions from which students can build upon. It further establishes the foundation for later materials.

- *Give homework.* Encourage participants to review and study the information further on their own time. This further assists with the internalization process.

It is not enough to stand in front of a class and wax long and eloquently with the belief that our students will become brilliant watching us become brilliant. With adult students, the “sage on the stage” is not an effective technique. By incorporating a variety of presentation styles and engaging our students mentally and physically in the learning process, we will go far in helping them internalize the information and grow spiritually from the experience. We see our Lord, the master teacher, using lectures (Sermon on the Mount; Matthew 5–7), small group guided discussions (speaking with His disciples; Matthew 18), and one-on-one conversations (Nicodemus; John 3). We should follow our Lord’s lead as we bring them to the feet of the Master. □

*Dave Laton is the deacon for adult education and missions at the Prattville Church of Christ, Prattville, Ala.*



## WE’RE UPDATING OUR MAILING LIST

Beginning with the Fall 2013 quarter, you can receive the **Gospel Advocate Quarterly Update** one of two ways. Choose the best option for you by May 1.

### To Receive by Email

- Send your email address to [quarterlyupdate@gospeladvocate.com](mailto:quarterlyupdate@gospeladvocate.com) with the subject line “EMAIL.”

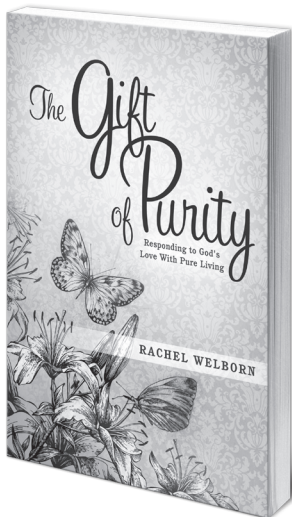
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- Email your postal address to [quarterlyupdate@gospeladvocate.com](mailto:quarterlyupdate@gospeladvocate.com) with the subject line “MAIL.”
- Or call 1-800-251-8446 with your information.

Copies will also be available on our website ([www.gospeladvocate.com](http://www.gospeladvocate.com)) two months before the start of each quarter. And you can always send us your email address to request a copy.

Note: After the mailing of the **Summer Quarterly Update**, we will be mailing a copy to **church addresses only** unless otherwise requested.

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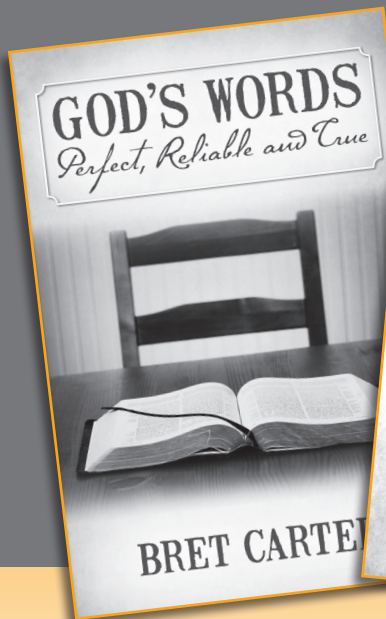
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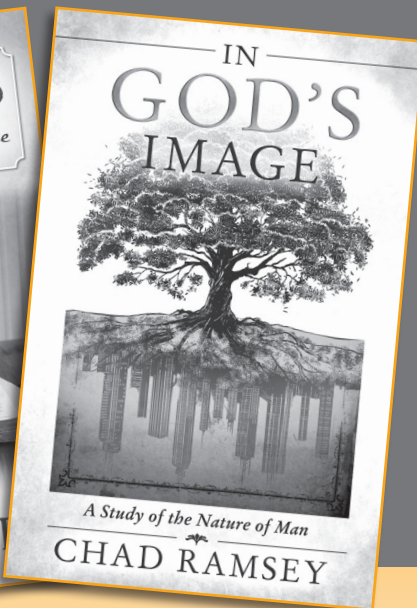


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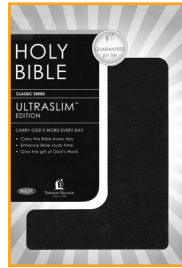
# Give the Gift of God's Word

## Library Essentials for Churches and Graduates



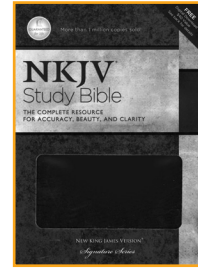
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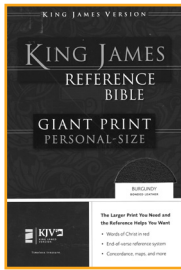
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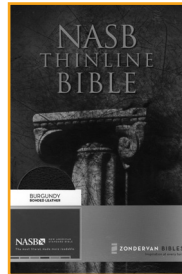
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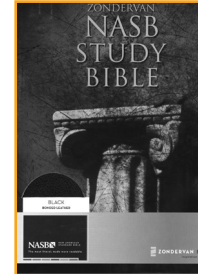
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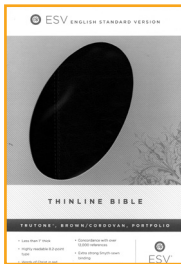
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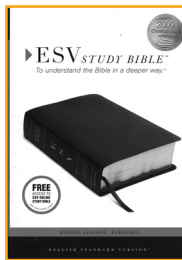
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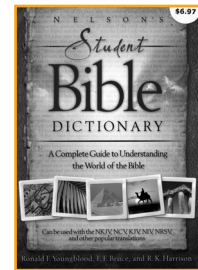
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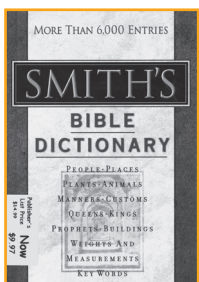


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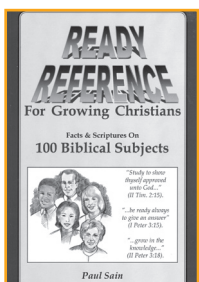
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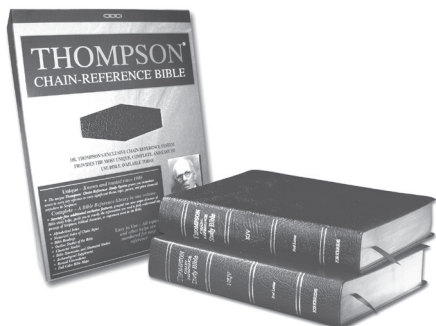
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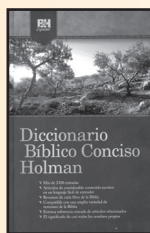


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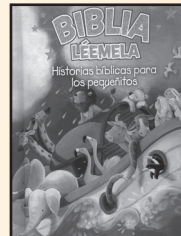


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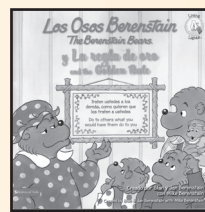
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