

Training & Equipping

Inductive Bible Study

Ground Rules

1. Be Humble – We will not agree on everything
2. Be Teachable – We all need to grow and no one is right on everything
3. Be Reasonable – Not everything is worth dying over
4. Be Worshipful – Every truth is meant to cultivate deep affections for God

Inductive

“Without getting bogged down in the theoretical, it’s important at this point to consider the merits of inductive, or evidence-based, study vis-à-vis (in relation to) deductive, or assumption-based, study.”¹

Bible study and theology includes both, but at different times for different reasons.

- Inductive begins with details (particulars) and moves to assertion (universals).
- Deductive begins with an assertion (universals) and moves to details (particulars).

Specifically, Inductive Bible Study aims to move from the text in its context to an understanding and application. The steps of this include Observation, Interpretation, and Application.

“And as we trace our own personal histories of preaching, teaching, and writing, we’re quite certain that there are cases where we, too, have not allowed the Bible to speak for itself, where we have imposed our own understanding upon the text before discovering its meaning through the process of inductive p 38 study. Nevertheless, we’re convinced that induction, as a driving force in Bible study, is superior to deduction and can produce more accurate and reliable results.”²

¹ Fuhr and Köstenberger, *Inductive Bible Study: Observation, Interpretation, and Application through the Lenses of History, Literature, and Theology*, 35.

² Fuhr and Köstenberger, *Inductive Bible Study: Observation, Interpretation, and Application through the Lenses of History, Literature, and Theology*.

Notes

Homework

1. Watch Lesson 5 – Gaps Related to History
2. Finish reading the following from Inductive Bible Study
 - “Unit 1: Introduction: Sizing up the Task” [pp.1-4]
 - “Bridging the Gaps: Facing the Challenges to Understanding” [pp.4-5]
 - “Gaps Related to History” [pp.6-14]
3. Reread “Induction v Deduction” [pp. 35-38]
4. Consider the two biggest historical gaps you noted about your summer passages. Do some light study into those gaps and be ready to communicate something you learned that helps you “bridge the gap” and understand a little more about what was going on.

5. Work on answering the following questions for the book/books you are teaching from:
 - Who was the author?
 - Who was the audience?
 - When was the book written?
 - What is the primary purpose of the book?