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Faculty Illustrated...

"US has a good time"

By: Rachel Burkholder



"We aren't the perfect model." **Dr. Nancy**

Anderson says. "But we're honest," continues her husband **Dr. Larry Anderson** when asked about their team teaching of PSYC 361 Marriage and Family. It is this honesty that the Andersons have made the foundation of not only their personal lives but their classroom and teaching. Though they work from a script for class, the love and mutual respect they have for one another are very real. Their students comment on how much they appreciate the honest, real perspective on marriage. Considering that nearly half of any given class consists of engaged couples seeking marriage advice, this sort of team teaching gives students a much-needed example of a healthy marriage. Nancy explains with concern that young people are afraid of marriage. Students need to see a well-adjusted, playful married couple who are in it for the long run.

The Andersons do not find their teaching material in a textbook alone; they go to conferences and read up on the best and latest academic studies from the experts in the field whether they are Christian or secular. "You read all this stuff and then you have to do it." The Andersons laugh at Nancy's comment. But this is what they do. The skills for a good, happy, and healthy marriage are teachable. Nancy attempts to clarify the issue with her students, "you don't have to recreate the same relationships you grew up with."

When it comes to accommodating differences in the classroom and marriage, Nancy laughs. "He can be a bit of a loose cannon sometimes. He manages to embarrass me." Larry interrupts with a smile, "I embarrass myself more often." Humor, laughter and tears get them through the disagreements. "Sometimes a lot of tears" Nancy admits, but there is always more laughter.

The Andersons are confident that marriage is about learning to stretch and grow not only as an individual but as a couple. Nancy calls it the "you and me and us" factor. The "us" is a very important aspect to any relationship. Larry gives the example of antiquing. It is not something he would enjoy by himself but "Us has a good time." Nancy smiles, "Us has a good time at ball games." This "us" time will help keep the relationship healthy and balanced. Balancing "us" with work and other activities can be challenging, but communicating and being attuned to the relationship as well as the needs of the family will ease the strain.

The Andersons may not always feel like they are the perfect model for marriage but their commitment to scholarship in their field and their love of teaching have impacted the lives of Liberty students and, they hope, provided the inspiration and the skills for future successful marriages.

Coming Attractions

February

Teaching Millennials without Losing Your Boomer Soul —

Residential Track

Monday, Feb. 15, 10-11 a.m. CN
1879

Getting Your Students Help— CASAS — CUE Talk Series

Thursday, Feb. 18, 3:40-4:40
p.m. CN 1879

Friday, Feb. 19, 10- 11 a.m. DH
1105

March

Facilitating Learning—Early Career Track

Monday, March 1, 10-11 a.m.
CN1879

Tuesday, March 2, 3:40-4:40
p.m. DH1077

Panel Discussion: Managing Conflict in the Online

Environment—LU Online

Monday, March 8, 10-11 a.m. CN
1879

Living Your Faith in the Arts & Academia—Core Competency Track

Friday, March 12, 10-11 a.m.
DH1105

April

How to Engage Students in the Classroom —Residential Track

Thursday, April 8, 3:40-4:40
p.m. CN 1879

Friday, April 9, 10-11 a.m.
DH1105

Faculty Weigh in

Book Reviews



Education for Human Flourishing: A Christian Perspective.

Christian Worldview Integration Series. By Paul D. Spears and Steven R. Loomis.

Downers Grove, IL: InterVarsity Press. 2009. 251 pp. \$22.00

Reviewed by **Michael R. Mitchell**, Ed.D.
Associate Professor of Christian Leadership
Liberty Baptist Theological Seminary, Lynchburg, VA

Writing to students, and for their instructors, the authors of *Education for Human Flourishing* clearly state their intention: "The purpose of this book is to revise and ground a perennial philosophy of education that integrates essential tenets of the Christian faith" (35). In order to accomplish this aspiration, Paul D. Spears and Steven R. Loomis refute education's current secular mindset and reflect upon a half-dozen issues that inform and impact the praxis of preparing Christian educators for a distinct mission. That task is to combine ambitious scholarship with aggressive service in elementary, secondary, and higher education institutions all over the world.

Explored in separate chapters divided into two categories – Foundations (Chapters 1-3) and Applications (Chapters 4-6) – the authors address six concerns critical to the integration of a Christian worldview into scholastic activities: 1) a dualist anthropology that resides at the core of the educational project; 2) philosophical categories that impact educational theory and practice; 3) principles that undergird *knowledge*; 4) institutional and informational forces at work across education; 5) social ethics and moral education; and 6) educational polity and leadership.

Since "Christ's influence in the Christian educator's life is not merely a private affair; it is very much a public one," Spears and Loomis encourage emerging scholars to center their long-term efforts "on reconfiguring educational philosophy and on orienting the frames, categories, and paradigms of educational theory and practice in order to... bring Christocentric understandings and knowledge in teaching, research, agenda, and solving important educational problems of our day" (157, 158). In other words, from description ("no Christian school of education is producing bona fide scholars") to prescription ("if five or six Christian universities developed or received resources sufficient to establish small-scale top-level PhD [cont.](#)

Book Review Cont:

programs... higher education would improve and a cadre of Christian scholars would lead in the area of ideas") the authors challenge students of education and their mentors to exercise a salt and light influence in the education marketplace (247).

In issuing this challenge, the strength of the book – modeling the very effort the authors are encouraging – also exposes a weakness. While most of the text should be accessible to upper-level and graduate students, the majority of students in education programs are not yet participants in the scholarly conversation and will find much of the work's argument, along with the allusions and expressions by which it is articulated, beyond their grasp and comprehension. A second limitation exists in the virtually exclusive focus on formal classroom education. The value of worldview integration in other venues is essentially ignored. The work's strengths, however, significantly outweigh its weaknesses since it practices what it preaches -- integrating faith and learning in both scholarship and instruction while refuting a technical education.

As a professor of Christian education, I will utilize this volume in my efforts to introduce and integrate a Christian worldview into the ministry of teaching. It will find a place in my syllabus and reference bibliography, and I recommend its reception by the reader – whether student, professor, or administrator.

IT Updates:

IT Training & Testing is now offering on-line training that you can complete at the privacy of your desk. Just log onto the PDP and look for class titles ending in "ol" for on-line. IT is currently offering Power Point level 1 ITT 150ol, Microsoft OneNote ITT 160ol and Moving from a MAC to a PC ITT 160ol. There will be more classes offered in the future.

Produced by Center for University Excellence
Sharon Wheeler, Director
Rachel Burkholder, Graduate Student Assistant

CN 2618, 1971 University Blvd. Lynchburg VA 24505
434-592-3003 / swheeler@liberty.edu
<http://www.liberty.edu/index.cfm?PID=19920>