

Faculty Illustrated

By Rachel Burkholder

“When you provide the physical care they will stop and listen.” Rachel Mills, Assistant Professor of Nursing, discloses as she relates another astounding story about her medical missions trips with some of her nursing students. Mills, who has always been interested in missions, took the opportunity to go on missions all four years, while at Liberty pursuing her nursing degree. On her trip to India, Mills made connections with a hospital and orphanage. Upon graduation, Mills returned and worked in the hospital for nine months along with nine other graduates. Mills quickly came to the realization that though she had more education than the native nurses, she lacked actual experience. One of the challenges that Mills took on was teaching classes about general nursing practices and how to be efficient. As a result of these classes Mills discovered, “if you’re an educator you can be more impactful.”

This realization changed Mills’ pursuits. She returned to the States and pursued teaching. Nevertheless, Mills never lost her heart for missions. She worked with Light Ministries, as an assistant leader for a team of students, and went to a hospital in Senegal. On this trip Mills learned the process of leading a team and was inspired to head up her own teams for medical missions in other under-developed countries.

The next year Mills put together a team of six nursing students for a six week trip to the Congo. There she experienced a different type of medical missions. Whereas the hospital in Senegal had been around for a long time and was supported through Light Ministries, this hospital in the Congo was newer and more primitive. It was a



challenging experience, Mills explains, “to eat with, play with, work with, live with, and pray with” each other all the time. There was no reprieve. Mills describes how the team dynamic was on edge. Nerves were frayed and it was only the first couple of weeks. She was becoming discouraged and overwhelmed.

At just the right moment, the team was introduced to a leadership book that described the four leadership styles – DISC (Dominance, Influence, Steadiness, Conscientiousness). All team members participated and had a night of “honest” conversation. Mills shared how meaningful it was to hear how her team viewed her leadership and gave her insight into how she was guiding them. It was also a chance for the team to learn how Mills was handling different aspects of being their leader that they were not aware of, such as the daily directives. The directives were not coming from her, but the hospital’s head doctor. The team had wanted to share in the decision making but the decision had never been up to Mills in the first place. All the past weeks’ frustrations were put into perspective and the whole team was able to bond and work

March Workshops

All workshops are at
10:00 - 11:00 a.m.
In the CTE Training
Classroom DH 3032

- LAN School - Controlling
Friday March 1
- SoTL
Monday March 4
- Blackboard - Wikis
Monday March 18
- Building Rubrics that Work
Friday March 22
- Jacques Barzun: American Education
Monday March 25
- M.A.L.L.
Wednesday March 27
*2pm - 4pm
- FLI Brown Bag Lunch Series
Bring your own bb
Thursday March 28
*11 a.m. – 12 p.m.
- Your Brain on Technology
Friday March 29

Faculty Illustrated, cont...

together to the benefit of all. As a whole, the Congo was a lesson in patience and grace, which Mills said she needed.

Upon returning from her trip to the Congo, Mills was asked to become a team leader and return to Senegal. However, Mills knew of another hospital in Togo that, as she explained, was an opportunity to see medical missions at its best – where the physical healing is always followed by the opportunity for the patients to experience spiritual healing through the gospel. She has since taken two trips there.

Mills' teams consist primarily of junior and senior nursing students, since they have the most knowledge and skills to offer. They experience things that they will never experience in the States. They participate in operations, see the advanced stages of diseases that are not commonly found in developed countries, deliver babies, and some witness the death of a patient for the first time. These are hard lessons that no classroom can teach. Yet, for Mills, the greatest lessons these nursing students learn is the wonder of trusting God and the power of prayer.

Mission work is about having the "right mentality" and getting "other-centered." Mills relates a story about her time in India when the hospital hosted short-term mission groups. The young adults wanted to impact the native people but they could not see that the missionaries, who were going to remain and continue to impact the native people long after the short-term mission teams were gone, were in need of comfort and encouragement. Mills explains that it was not that the kids' hearts were in the wrong place; they were so focused on themselves and what they wanted to accomplish that they could not see the actual needs of those around them. This incident has informed Mills perspective of missions. She makes sure that her team is prepared, through prayer and devotion, to meet every situation and person with a servant's heart.

As the teams prepare for their trips, they meet to pray for the individual missionaries that are already serving at the hospital. The team members also buy gifts for the missionaries. Mills states that they contact the missionaries' families and let them know that they are visiting their loved ones. This gives the families opportunities to send gifts as well. Each team member is allowed to bring two bags – one for their own items, the other for supplies. Mills tells of the self-sacrifices of the team members. When they are packing and there isn't enough room for supplies, members will empty their own bags to make sure that the missionaries get what they need. Often the gifts that they bring are answers to unspoken prayers of the missionaries.

For Mills, the mission trips are a profound way of bringing people closer to God and to sharing the gospel. It gives Mills great joy to see the passion for medical missions in her students. She hopes to continue to impart her passion for the mission field as she prepares a new course for LUO on missions and nursing. This course, as Mills plans it, will partner with Light Ministries and LU Aboard to continue to provide students with experiences that no classroom can deliver – learning and serving in the mission field.



At a mobile medical clinic taking blood pressure



Sharing the gospel to patients at the hospital in Togo



Dr. Mitchell (Department of Biology & Chemistry) & Ms. Mills



Medical Mission Team to Congo

April Workshops

- **Mentee Training**
Friday April 5
- **Everything I Learned in Kindergarten**
Monday April 8
- **Formatting Blackboard Rubrics**
Friday April 12
- **Making Personal Contacts**
Monday April 15
- **Blackboard Export/Import**
Friday April 19
- **Incorporating Biblical WV**
Friday April 19
- **Contemporary Higher Ed**
Monday April 22
- **M.A.L.L.**
Wednesday April 24
*2 p.m. – 4 p.m.
- **FLI Brown Bag Lunch Series**
Bring your own bb
Thursday April 25
*11 a.m. – Noon
- **LUO: Staying on T.R.A.C.K.**
Friday March 29

Plugged In



Since 2009, Dr. Janet Brown has been incorporating multiple technologies into her residential PSYC210 class. “Part of the reason I went looking for technology options was my desire to keep the students engaged and involved with the textbook.”

Publisher McGraw-Hills’ two products, *Connect* and *Learn Smart*, along with *Turning Technology*, student response clickers, as well as the use of snippets from videos and full-length movies are some of the creative ways that Dr. Brown incorporates the use of technology to meet that need. “Students expect to use technology in their classes. It wasn’t difficult for them to adjust at all.”

Dr. Brown pairs her Blackboard section with the McGraw-Hill textbook component *Connect* and assigns readings and videos for the students to watch prior to or just after attending class. This fosters an active learning environment which is especially challenging to achieve in large classes such as this with over 300 students.

For quizzes, Dr. Brown puts up a PowerPoint slide with a question that students answer by using their clickers. These scores are then imported directly into the Grade Center of Blackboard. The *Learn Smart* modules really turn up the heat on the students by requiring careful reading of the textbook with periodic comprehension checks. In flash-card style, the *Learn Smart* tool presents questions that the student answers and, depending on how well the student knows the textbook material, the *Learn Smart* questions will progress in difficulty and concept.

The *Connect* exam feature that student’s access in Blackboard is very successful. “One of the best benefits to having the students spend more time in their textbook is the improved grade

scores demonstrating that they are learning more of the material”, according to Dr. Brown. The exams are available for a 24 hour period outside class.

Using technology to engage the students with the textbook material outside class has allowed more valuable time for in-class discussions, group work and opportunities to make faith learning integration connections between the material and the students’ lives.

“It has always been important to me to be able to be up close and personal with the students so they know that I care and want them to be successful. Having more class time to bring the Biblical worldview into a psychology class is very important and happens best by having time to pray together and look at relevant Bible verses for our content.”



Liberty Well Represented at 5th VA Tech Higher Ed Pedagogy Conference

Seventeen Liberty University faculty/staff from CASAS, CTE, Center for Counseling and Family Studies, College of Arts and Sciences, College of General Studies, School of Education, and the School of Health Sciences took advantage of a registration-free conference on higher education pedagogy hosted by the Center for Instructional Development and Educational Research at Virginia Tech on February 6 – 8 at the Skelton Conference Center. The *Teaching and Learning in Practice* emphasis

Liberty Well Represented, cont...

showcased workshops by faculty and graduate students throughout the world focused on teaching excellence and the scholarship of teaching and learning in diverse disciplines. Opportunities to network and become familiar with educational research on other campuses provided a stimulating 3 days.

The poster sessions featured several posters from Liberty University faculty and Liberty University faculty collaborating with faculty from other universities (Liberty faculty only listed).

- *e-Surance: Ensuring Quality Dissertations in a Burgeoning Online Doctoral Program* – Fred Milacci, Amanda Rockinson-Szakpkiw and Lucinda S. Spaulding
- *Making Connections: Junior Nursing Students with Elders Living in an Independent Living Facility* – Kimberly Robinette
- *Male Elementary Teachers: An Under Represented Minority* – Michael D. Patrick and Connie Pearson
- *Not Easily Broken: Evaluating the Effectiveness of Mentoring 101 on Student Motivation and Performance among At-Risk Freshmen* – Brian Yates, Heather Schoffstall, David Holder
- *Spiritual Development and Education: A Spiritual Needs/Motivation/Volition Framework* – Russell G. Yocum and Elyse Pinkie
- *Using a Complex Dynamical Systems View of Marital Stability and Satisfaction to Assist Doctoral Students in Understanding and Protecting Their Marriage Relationships during the Doctoral Journey* – Amanda Rockinson-Szakpkiw, Lucinda S. Spaulding and Anita Knight



CTE Staff at VA Tech Conference



Heather Schoffstall & Brian Yates at their Poster Session

Dr. Willmington Presents at January Professional Development

More than 270 faculty and students gathered in Towns Alumni Hall on January 9 to hear Dr. Harold Willmington present, "On Making the Trinity Understandable". Dr. Willmington unraveled the mysteries surrounding the Trinity. Attendees received a complimentary 32 page booklet entitled, "What the Bible says about the Trinity". The booklet provided an introduction to the God of the Bible and outlined the fundamental principles leading to the doctrine of a triune God.

At 41 years of service, Dr. Willmington is Liberty University's longest serving faculty member. In addition to teaching, Dr. Willmington has served as a pastor, Dean of Willmington's School of the Bible, and author of more than 20 books, including his popular, "Willmington's Guide to the Bible".



Aside from serving as a professional development workshop, the session also satisfied a faith learning integration elective for early career faculty. Faculty can view the recording on the FCC_CTE. Interested faculty members are welcome to stop by the CTE, DeMoss 3032, and pick up a copy of Dr. Willmington's presentation materials. Other faith learning integration opportunities and resources can be found on the CTE website, www.Liberty.edu/CTE.



Faculty "Shut Up and Write!" Group

The Center for Teaching Excellence hosts a "Shut Up and Write" group on Tuesdays from 11:00 a.m. - noon in the CTE Forum. With the goal of supporting faculty writing and scholarship, the group provides a quiet, comfortable place to write, free of students and office distractions. No advanced registration is required.

Publishers' Week

During the week of February 11-15, the Center for Teaching Excellence hosted its second annual Publishers' Week. This event allowed faculty members to meet with multiple publishing companies as they approach the deadline for textbook adoption. The set-up was that of a publishers' fair, with multiple representatives displaying their materials simultaneously in the CTE training classroom. This created an environment for faculty to drop in at their convenience and engage in collegiate conversation with the representatives and other faculty members. Over 300 people were in attendance across the five days. Attendees enjoyed refreshments and many excellent giveaways, including free books, Bible software, and Starbucks gift cards.

Publishing companies represented included Academx, Baker Publishing, B&H Academic, Cengage, Eerdmans Publishing, Intervarsity Press, Kendall Hunt, Liberty University Barnes and Noble Bookstore, Liberty University Press, MacMillan, McGraw Hill, Pearson, W.W. Norton, Wolters Kluwer, and XanEdu.

**If there are any publishers that you'd like to see present at next year's Publishers Week, please email Hailey Mullins (hmullins2@liberty.edu) with this information and we will be glad to extend an invitation.*



Needs Assessment Survey For Faculty Development

As part of Liberty University's goals for providing excellent recourses for faculty development and teaching, several academic support offices partnered to create a comprehensive needs assessment survey. CAFE, CTE, ILRC (Library), IT, and Barnes & Noble Campus Bookstore collaborated to ascertain what the faculty need in the way of support.

This survey is a byproduct of the Provost's initiative to have a standing committee for Teaching Technology Faculty Training and Development. The committee, meets once a month to discuss new technologies and shares what each department is doing in way of supporting faculty development and training. After a few meetings, it became apparent that it would be beneficial to assess what the faculty needed and how these departments working together could better assist faculty. It is the desire of the committee to provide better training and resources for faculty.



CTE Expands Faith Learning Integration (FLI) Gallery

With the combined goals of teaching innovation and staying true to school's mission of "Training Champions for Christ", the CTE created an online showcase of faculty who masterfully integrate faith and learning in the classroom. The FLI Gallery, started last May, has recently expanded to include additional Liberty University faculty. Contributors succinctly, but explicitly, detailed how they integrate faith and learning into a single lesson within a specific course. Recognizing that the integration of faith and learning entails more than including a Bible verse at the beginning of a lecture, having a devotional, or praying with a class, the gallery helps identify how God's brilliant design is found within various academic disciplines and how its identification helps reveal the true nature of God, man, creation, purpose, redemption, salvation, and order.

Below is a brief list of some recent contributors to our FLI Gallery. Full submissions can be read on our website, www.Liberty.edu/CTE. Once logged on, visit our Faith Learning Integration page.

- Ackerman, Beth, Ed.D. "Special Education and the Difficult Student"
- Amburgey, Stephen G. "Memory: The Art of Learning"
- Bell, Stephen J. "History and Literature: Describing the Indescribable"
- Duby, David G., Ph.D. "Business and the Bible"
- Hicks, Melanie A., D.B.A. "Corporate Formation"
- Lindevaldsen, Rena M., J.D. "Determining Parentage"
- Smith, Samuel J., Ed.D. "Critical Thinking"
- Vadnal, John L., Ph.D. "Engineering Equation for the Christian Life"
- Van Engen, Robert B., Ph.D. "Service Learning"

The CTE is still actively seeking submissions to its FLI Gallery. Submissions should be limited to 225-250 words and e-mailed to Shawn Bielicki at smbielicki@liberty.edu.

Across Disciplines - Teaching From Department to

Department

From Teaching with Technology Boot Camps to the Koinonia Mentoring, the CTE is bringing faculty together from across disciplines to collaborate in teaching. James Florence, Associate Professor of Health Sciences, and Bruce Kirk, Assistant Professor of Communications, are working together to enhance their students' learning.

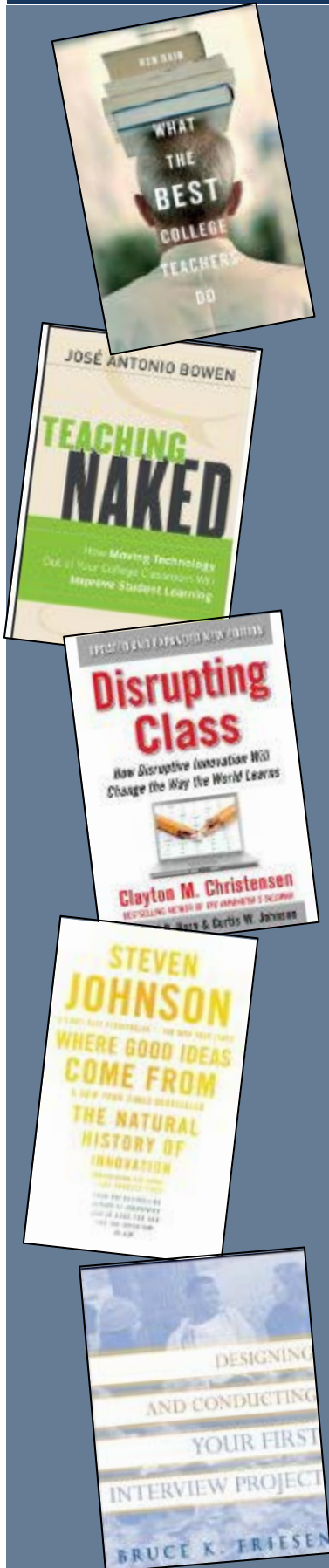
Florence teaches HLTH 634 *Health Communication & Advocacy* course. Kirk's Communication Studies students are collaborating with the students in HLTH 634 on a project to "fine tune public service announcements that have the potential of being aired on the university radio station." Florence says, "We are also setting up a Youtube channel with [Kirk's] assistance to focus on health matters; some of the videos will be prepared by our students." This

is a great example of interdisciplinary education. Florence is excited to see "public health students and broadcasting students working together [to] merge communication technology with cross insemination of ideas and skills."

Florence would someday like his Master of Public Health students to work with other Communication Studies students to design and populate a Master of Public Health program website and extend the collaboration to create a promotional video for the program as well.

Florence and Kirk are demonstrating the value, benefit, and significance of teamwork and interdisciplinary conversations. Not only are they profiting from each other's area of expertise, their students are reaping the benefits in their education with real life applications.





Recommended Reading

The recommended reading corner suggests several excellent texts that are now available for faculty to borrow from either the CTE Lending Library or at the ILRC. Faculty members are welcome to reserve these books from their respective locations.

CTE Lending Library

- Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
- Banta, T.W. (2007). *Assessing student learning in the disciplines*. San Francisco: Wiley & Sons.
- Burke, J. (2008). *The teacher's essential guide series: Effective instruction*. New York: Scholastic.
- Hay, I. (2011). *Inspiring academics: Learning with the world's great university teachers*. New York: Open University Press / McGraw-Hill.

- Johnson, S. (2010). *Where good ideas come from*. New York: Penguin Group.

ILRC

- Bowen, J. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco: Jossey Bass.
- Carnell, E., MacDonald, J., & Askew, S. (2006). *Coaching and mentoring in higher education: A learning-centered approach*. London: Institute of Education.
- Christensen, C.M., Horn, M.B., & Johnson, C.W. (2011). *Disrupting class: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.
- Friesen, B. (2010). *Designing and conducting your first interview project*. San Francisco: Jossey Bass.
- Hermann, D. (2011). *Progress in educating veterans in the 21st century*. San Francisco: Jossey Bass.

Faculty Weigh In

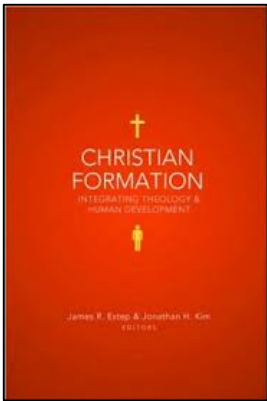
Christian Formation: Integrating Theology & Human Development

by James R. Estep & Jonathan H. Kim: B&H Academy, 2010.



Reviewed by Dr. David Duby

At first, I was surprised that Estep & Kim's *Christian Formation: Integrating Theology & Human Development* caught my attention. Human development is not my field; indeed, memories of Sheehy's *New Passages* in my grad school's Human Development class were not my fondest (but to be fair, I do remember the book!). However, the phrase "Christian formation" certainly speaks to us as we seek to continually

Faculty Weigh In cont...

develop our knowledge of and relationship with the Father of Lights. Thus, I picked up the book to see just how these authors integrate biblical understandings of our development in such a challenging discipline.

Christian Formation presents a series of articles collected and edited by James Estep and Jonathan Kim. Estep is a Professor of Christian Education at Lincoln Christian University's Seminary and Kim is an Associate Professor of Christian Education at Biola's Talbot School of Theology. The purpose behind their book is explained by a traveler's dilemma found in Robert Frost's *The Road Not Taken*. In Frost's well-travelled poem, the itinerant must choose between two roads – and chooses the road less travelled. To Estep and Kim, many see that the Christian educator is "caught between two roads: the theological and the theoretical" (p. 3). But these editors pose an important question: must we choose between the two? Could there a viable "third way" to travel these paths? Thus they present nine articles that seek to describe this critical third way, a way that integrates the theological road and the theoretical road, honoring imago Dei while also appreciating the contributions of the social sciences which do, after all, explore God's first revelation—His creation.

The book is divided into three primary areas: a rationale for integration, the development of personality, morality, and faith in the social sciences, and finally, Estep & Kim explore specific topics such as spiritual and cultural development. A consistent theme in each section is imago Dei, that men

and women were crafted in the very image of their Creator. In contrast to their secular peers, the editors state, "We are human because we are made in the image of God" (p. 11). This presents a profoundly important foundation for their study—the evolutionary presupposition of many theorists in human development certainly colors their findings, no matter how carefully crafted the research.

While Estep & Kim rightfully frame the discussion, they do so with a biblically-informed open mindedness that explores the elements of truth found in good research, no matter the field.

The authors often summarize the major theories of human development, and sometimes the chapters seem to get bogged down in point-by-point summations when a brief overview is likely all that is needed for their intended audience. But it is good to have this big picture before they examine the theories through the lens of Scripture. In addition, some chapters delve into theology as much as theory, presenting debatable perspectives on diverse areas such as the dichotomous/trichotomous nature of man, Locke's tabula rasa and original sin, and how faith grows in the believer. While there may be disagreement with the authors at times, there is a continual affirmation of the authority and supremacy of Scripture. In a theoretical world wrapped in naturalism and centered on our utter humanness, it is refreshing to see this thoughtful call for a more truthful view of humanity. As Estep adroitly states, "Humanity's existence and identify are dependent on God. Humanity was created unique and distinctive from the rest of creation. Humanity was placed over creation. All humanity, whether man or woman, is equally His image-bearer" (p. 15). Thus for the Christian, imago Dei must indeed be the footing upon which our understanding of human development rests.

Center for Teaching Excellence

Empowering Effective Educators

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