

Launching an Integration of Faith and Learning
Program through the Academic Leadership Team
of a Christian College

A paper for IFL presented to
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I RATIONALE

Korean Sahmyook University was established in the name of Sahmyook (三育) on October 10, 1906, according to Christian Educational philosophy based on a Christian world view.

The Bible is accepted as providing essential insights into the nature of the Creator, the meaning of life and the ultimate destiny of a human being. Therefore, the University takes the following seven basic affirmations as a primary educational philosophy on which its Educational objectives and goals are built.

1. God is the ultimate reality.
2. God has revealed Himself to man.
3. God created man in His own image.
4. Sin has marred God's creation.
5. God is engaged in a controversy with Satan.
6. God has taken the initiative to restore man through the redemptive activity of Christ.
7. God has guaranteed and will bring about ultimate restoration.

Higher than the highest human thought can reach is God's ideal for His children. Godliness - godlikeness is the goal to be reached. Before the student there is opened a path of progress. He has an object to achieve, a standard to attain, that includes everything good, pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge.

Therefore a division between faith and learning is no longer possible when adopting a world view based on Christian principles.

Launching an integration of faith and learning program through the academic leadership team is therefore designed to encourage teachers in the Korean Sahmyook University.

The following fractional equation is employed as a model on which the implementing of the integration of faith and learning program is built.

If the two elements philosophy, numerator and the methodology, denominator develop and operate properly, then the efficiency of an integration of faith and learning program will be maximized.

Equation :

$$\frac{\text{Developing philosophy}}{\text{Developing methodology}} \longrightarrow \text{The efficiency of I, F, L.}$$

II PHILOSOPHY

What one believes concerning the origin of the universe, the purpose of history, ~~history~~, and the nature of man determines the fundamental impact of education. It was with this in mind that Prof. Norman Harper said, "It may be possible to separate church and state, but it is impossible to separate education and faith."

a. The Bible Is a Unique and Special Revelation of God to Man.

Its information and principles are to guide and control as men seek deeper ~~deeper~~ understandings of the universe and their fellows who inhabit it.

Its instruction most effectively and realistically prepares us for the here and now while the faith it inspires prepares us for the hereafter.

The Bible is not worshiped in the Christian school, nor is its impact restricted to the chapel or Bible study period. Rather, its vital principles and supernatural faith infuse all school centered activities with a divine dimension.

- b. God Is. Only the Christian school proclaims the reality of the supernatural. Only the Christian school proclaims the characteristics of a supernatural God as he is revealed in the Bible. The church cannot proclaim to its young people an infinite God who is concerned for all of life and learning, and then shut him off in an isolation booth for six days a week.

As we proclaim the primacy of spiritual values, we must acknowledge the the primacy of spiritual forces and the supremacy of spiritual power. Only the Christian school teaches in this framework. At the same time we must teach the reality of Satan and sin. Our children will not be prepared for spiritual warfare unless the leader of the enemy is known and his forces are identified.

- c. God Is Relevant. There are many who recognize "The Great Designer," "The Uncaused Cause," or "The All-Pervading Spirit of the Infinite Universe." These acknowledge a god and then set him outside our universe. Only the Christian school teaches that God is relevant. He is relevant to the forces of science, to the unfolding of history, and to the complexities of man. He is personally relevant in the power of prayer, in the provision of guidance, and for perseverance in service. In many special ways the Christian school looks beyond the simple moralities of shallow faith and shows its students the deep dimensions of God's relevance to our time. At the same time the Christian school teaches its students to sort out the fundamental problems of their own lives and to see the relevance of God's provision to their own need.

Permit us to interrupt the flow of this presentation for a moment. Some will say, "What does this have to do with elementary school children? or even young people in high school? These are concepts to be studied in college or seminary." Philosophy is not taught, it is caught. The Christian school communicates a world-view long before its students can say, "Weltanschauung."

By re-enforcing what is communicated in the Christian home and church the Christian school is helping to establish the foundation that the Holy Spirit will use to keep young lives in the center of God's will.

d. Man Is a Spiritual Being. Every Christian recognizes this truth, but few appreciate the impact of education that ignores or denies it.

We stand aghast at the mounting reports of "man's inhumanity to man" and fail to recognize that a key reason for men acting like animals is that all through their schooling they have been taught that they are animals.

God created man a spiritual being. Man was given dominion over the animals because he is of a different order of creation. Schools that ignore or deny this cannot possibly educate the whole man properly.

Only the Christian school with its recognition of the spiritual nature of man and his responsibility to God is preparing its students for effective living and Christian commitment. The materialism of our age will be most successfully countered by proclaiming and presenting the spiritual values of the Christian faith. We will not strengthen the Christian cause by being merely antimaterialistic. (Our young people will be drawn to explore for themselves the evils we so loudly deplore.)

The Christian school presents spiritual values and truths as more enduring than time or substance. A young life that is saturated with these principles cannot easily turn to merely material pursuits.

e. Truth Is Absolute. The tragic futility of non-directive rebellion against the conformities of relativism is increasingly evident. A man needs a rock on which to anchor his lever as he endeavors to move the world (or any small part of it). The Christian school plants in the lives of its young students the words of our Lord as he said, "Heaven and earth shall pass away but my word shall not pass away." God has revealed that which is eternally good, true, and beautiful. The Christian school communicates these concepts and strengthens young lives on firm foundations with well-defined guide lines as they move with steadfast purpose toward eternally important goals. This instruction concerning the nature of truth helps to deliver the Christian student from the bondage of a majority vote or common practice. Truth is not determined in this fashion. His march, whether with majority or minority, will be paced to a different drum beat.

f. Education Alone Is Not Enough. It has been widely held since at least Aristotle that if men knew the good they would do it. Hence the mounting emphasis on education. The search for knowledge and the efforts to educate more children more effectively is based on the faith that man is inherently good. This faith permeates the curriculum and administration of American education. The Christian school builds on the revelation that "all have sinned and come short of the glory of God." It teaches that even as we master the skills necessary to maintain dominion over all the rest of of creation, man himself must acknowledge the sovereignty of God. "There is none other name under heaven given among men whereby we must be saved." We must teach our children that the greatest tragedy is to "gain the whole world and lose our [eternal] soul."

The subtle impact of education that speaks of "the spark of the divine" in every man, but ignores the demands of divine sovereignty will have tragic effects. It will empty our churches and end in death and destruction as political and social institutions reveal the tyranny of conformity that finite fallibility demands.

It is commitment to Christ that leads to the more abundant life.

It is his Word that sets men free. Only the Christian school gives its pupils the privilege of relating all of this learning to these fundamental facts of eternal truth.

The practical impact of this conviction gives an evangelistic thrust to all education that is truly Christian. The eternal value of the soul must be set above the academic values of the intellect. Education that fails to establish this hierarchy is not Christian, nor is it truly education in its deepest dimension. It should be pointed out in this connection that since the Christian school gives proper priority to spiritual values, it must demonstrate competence in its academic activities. There are various avenues of child and youth evangelism in which the church may legitimately engage that do not have academic implications. When we choose to operate a Christian school, it must be thoroughly Christian and academically competent.

The increasing secularism of American society is becoming distressingly evident in our classrooms. This has naturally resulted in a secularizing of the thinking of the children of the church.

Alarmed by this, a significant number of churches have re-examined their responsibility to their school children. It is evident that the Biblical principles for the education of children and young people can only be fully applied in a Christian School. Therefore, many churches have established Christian day schools as an integral part of their total church program.

The value of this dimension in the local church program is increasingly evident. Families are drawn to the total program church. Children are rooted and grounded in the Lord Jesus Christ and his Word. Young hearts are prepared to respond to the challenge of complete dedication of life, talents, and resources to the cause of Christ.

Under this philosophy followings are specified for IFL.

- a) General philosophy of College
- b) Clear description of philosophy of 14 major subjects
- c) Detail goals of the major subjects to be reached
- d) Classroom teaching

III METHODOLOGY

MEANING OF METHOD

What is method? The word method originated from the Greek word *metodos* which means "following after." *Metodos* in turn came from two Greek words, *meta* meaning "after" and *odos* meaning "way, means, or manner." According to Colgrove, "method is the process of reaching a definite end by the wise use of a series of related acts which tend to secure that end. As applied to class teaching, method is the series of related and progressive acts used by the teacher to accomplish the specific aim of the lesson." Frasier and Armentrout define method as:

- ... a way of going to work to get something done.
- ... a systematic way of doing something, and is just the opposite of random, hit-or-miss, trial-and-error ways of working.
- ... the orderly routine to be followed in accomplishing certain definite results.

To Avent, "method is the procedure by which a goal is reached, a purpose accomplished, or a result achieved." It is how a thing gets done.

The definitions of method given above are the traditional definitions. Today, method has a broader meaning because educational goals have changed and the emphasis on the outcomes of education has also changed. In the past, acquisition of facts and information of subject matter. Now, the other outcomes of education - habits, skills, attitudes, and appreciations - are also given importance. Education today not only means acquiring a body of knowledge, but also developing desirable attitudes, emotions, and a well-adjusted personality.

Method includes everything the teacher does or neglects to do that causes changes in student. A teacher's kindly facial expression and friendly manner may encourage a shy student to take part in the recitation. A teacher's warm personality and beautiful voice may arouse a love for music in the class. These qualities of the teacher form part of his methods.

FUNCTION OF METHOD

Of what use is method? The advantages of following a method have been cited. Method forms the bridge between the student and subject matter, the former at one end and the latter at the other. The bridge enables the student to get to the other end. As has been said before, method makes learning easier. Method also functions as the link between student and society. By means of the method used in the classroom, the student personality unfolds and he learns to adjust to his surroundings. Proper attitudes, character traits and emotions are developed and he learns restraint and self-control.

In group work, for instance, a student learns to cooperate with others. Dividing the class into committees gives student opportunities to develop their interests. The sharing period teaches children to give and take. The inductive method trains the student to think logically. The deductive method trains the student to postpone judgment until further verified.

The old traditional concept of method placed more emphasis on the how. Today, the newer broader concept of method places more stress on the why rather than the how.

FACTORS THAT DETERMINE METHOD

With changing educational goals, the choice of method becomes important. How is a teacher to decide what method to use? The following factors help determine the method or methods to use:

1. The educational objective and the aim of the lesson.
2. Nature of the subject matter or the lesson.
3. The nature of the learners.
4. School equipment and facilities.
5. The teacher.

The educational objective and the aim of the lesson. If the educational objective is to train citizens for the democratic way of life, then the traditional question-and-answer method would be out of place. On the other hand, the socialized form of the recitation would be out of place in a dictatorial form of government.

If the aim of the lesson is to make certain responses automatic, the drill method would be the best. If the teacher wants to arouse certain feelings and attitudes, the appreciation lesson would lend itself. If training in logical thinking is what the teacher is after, then perhaps the problem method should be used.

Nature of the subject matter or the lesson. Different types of subjects and different types of lessons call for different methods. Take arithmetic and literature. The methods used most often in the teaching of arithmetic will not be the ones used mostly in the teaching of literature. A spelling lesson may make use of contests, but a lesson in science would probably utilize the laboratory or experimental method.

The nature of the learners. Since the child is considered the center of the educative process, method must be suited to him. The age, grade, maturity, ability, interests, needs, experiences, health, and growth of the child must be considered.

The lecture method may be all right in college where students have a longer attention span, but it has no place in the grades nor in the high school. The use of dramatic play and games may be very appealing to children in the primary grades but not to those in the high school.

School equipment and facilities. Some schools have modern equipment and facilities, such as audio-visual rooms, projectors, TV, radio, laboratory rooms, music rooms with pianos, gymnasiums, well-equipped library and laboratories and plenty of teaching aids. In a school that has a gymnasium, physical education can be taught the way it should be taught and children can experience the different types of physical education activities. A school without a campus and where physical education is taught inside a classroom would also be limited as to method.

The laboratory method can be used in a school that has a well-equipped laboratory. On the other hand, a school that has perhaps only one microscope may have to resort to the demonstration method.

The teacher. People have their own convictions and predilections. Teachers may also have their own choices. They may prefer certain methods over others and use these more often. Some teachers are more at home with the old traditional methods while some favor the modern ones. It does not really matter what method teacher uses, provided he gets results in the shortest time possible. He must master the method, however, and he must know the principles, the steps, and the techniques to use.

- a) Motivate teaching staff to learn and develop skill in the implementation of the integration faith and learning of the subject assigned through the teacher's convention and discussion, and demonstrate a thorough understanding of and commitment to the essential teachings and values of Christianity and of the distinctive emphases of the Seventh-day Adventist Church.

- b) Recognize and mobilize the opinion and knowledge of faculty members through interviews and faculty meetings. The success of the implementation of the faith and learning program will depend largely on the motivation and ability of the faculty members to handle such relationships with tact and skill. So, encourage faculty members to participate in activities promoting professional growth including both the acquiring and sharing of professional materials and ideas.
- c) Employing department-centered system. 14 ordained pastors on the faculty of the school are assigned to and each of the 14 departments to teach Bible subjects and help in the students' spiritual growth and Christian values. Taking care of the students to participate in chapel, Sabbath School lesson study, Sabbath day worship, and other students' activities are the department chairperson and assigned pastor. They cooperate with each other and develop the skills in the evaluation of student progress towards short-term and long-term goals based on an integration integration of faith and learning program.
- d) Coordination students' activities to maintain warm relationship. Our student activities are designed to help students develop a spirit of team. The students are also provided with as many opportunities as possible in many fields so as to cultivate their talents and promote spiritual growth. And these activities are in harmony with the founding purposes of the University as expressed in its educational philosophy and objectives.

IV CONCLUSION

Recognizing our responsibilities as a teacher to implement the IFL for the students in our adventist school, we have to do 1) plan prayerfully to enlist the biblical concepts of faith and learning 2) invite the faculty and student to participate by employing good programs on implementation of IFL 3, gradually make the IFL as part of our teacher evaluation process.

The four step implementation is given that the programs of IFL into play in integrating biblical concepts with academic discipline.

1. conduct five sessions in service on faith and learning including the topics of a world view, a biblical world view, faith and learning in adventist education, faith development and advent youth and christian values in adventist Education.
2. Appoint fifteen committees of teachers to modify the suggested world views, faith and learning in adventist education and christian values in their modern society, and to develop a philosophical approach to the faith and learning integration.
provide each member of the committee with enough basic reading on the subject suggested.
Library materials or the special IFL bibliography of papers will be provided. After the report is completed, present it to the entire staff for approval and acceptance.
3. The administration needs to develop an instrument designed to measure the success of the IFL program over time.
The evaluation instrument should be used at every end of each semester.
4. a review of the IFL concepts and a discussion of success and failures of the IFL programs under the leadership of Academic affairs committee are conducted at the beginning of every school year for another new school year.

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emplementing the integration of faith and learning on the College campus.