

Nine Models of Faith & Learning Integration

Student Directed focus

Integration is done by the students themselves.

Spontaneous focus

Integration flows spontaneously from instructor's personality and any medium or any textbook.

Pre-requisites:

- Students must be coherent, teachable human beings.

Methodology:

- Utilize life-long learning and research skills - correlate to a life-long commitment to Jesus.
- Open in prayer - requests, praise reports, guidance, anointing during class and research.
- Use scriptures: Isaiah 48:17, Proverbs 3:6, II Timothy 2:15a, Romans 8:28.
- Employ information resources ("texts"):
 - Holy Bible - encourage students to establish and not let up on their personal quiet time;
 - Is That Really You, God? Hearing God's Voice by Loren Cunningham (founder of YWAM). Includes 12 practical biblical guidelines for learning to hear God's voice. [call no. BV2360.Y74 C86 1984 (3 copies in library)];
 - The Christian Periodical Index; ATLA database; Religious and Theological Abstracts database - refer students to these for a Christian perspective in their research.
- Relational evangelism: share what you've learned and encourage students to do likewise.
- Provide service as an information professional: 1) consider your attitude - Proverbs 15:1a (NIV), a gentle answer; 2) provide orderly organization of information resources - I Corinthians 14:40 (NIV).

Devotional focus

An approach to biblical integration in which the instructor initiates biblical integration during a devotional time.

Pre-requisites:

- Students should have some background knowledge of course topic
- Students should have some knowledge of and respect for the Holy Scriptures.

Methodology:

- Preparation: For each major topic in a course, use the following means to begin biblical integration:
 - prayerful study of the Holy Scriptures to discover biblical principles and supportive scriptures related to each topic,

- study of books relating to biblical integration, such as the work of Dr. Ruth Haycock, and
- discussions with colleagues and students.

Presentation: During the first 10 - 15 minutes of class, review or introduce the class topic(s) and present related scriptural principles and supportive scripture. This initial biblical framework is referred to and expanded during class interactions. Variations to this basic method include:

- presenting a prepared set of scriptures for the students to read aloud, meditate on, and offer their personal responses; and
- presenting a biblical principle and having students prepare the supportive scripture. Students participate in the integration process through class discussions, class assignments, free writes, meditation and personal response, and application exercises on exams and projects.

Textbook focus

Integration is done from a Christian textbook or from the Bible used as the textbook.

Christian Professional focus

Integration is done from the instructor's own analysis and writings.

Pre-requisites:

- Students must be "Bible literate"; that is, they must be competent to locate scriptural themes and principles that are relevant to the cases or life situations with which they are dealing. They must have basic hermeneutic skills to interpret and apply scripture appropriately to current situations.

Methodology:

- Insure that students are "Bible literate" by testing or by a course in bible survey, introduction to hermeneutics, and case analysis from a biblical perspective.
- Further develop student's ability to articulate and apply a biblical worldview by analyzing various secular and Christian views of business success, calling, and career choices.
- Help students understand a calling to co-labor with God as He provides His children with the goods and services that they need. What principles do we learn from Christ's acts of provision for His followers and others? What do we learn from other biblical characters concerning their work, business dealings, and how they used the resources that God provided?
- Help students to become proactive Christian professionals by developing a life-plan based on calling, gifting, values, and goals.

Experiential focus

Integration is acted out by means of spiritual exercises performed by the students in class.

Pre-requisites:

To make the activity meaningful and relevant, students need to:

- Understand the course content to be addressed.
- Understand the biblical concept to be applied.

- Use their background knowledge to integrate the biblical concept during practice of the course content.

Instructor Application:

- Analyze the course and isolate particular content related to interaction.
- Anticipate problems that may emerge as a result of human behavior.
- Identify how those problems conflict with a Christian call to behavior through biblical analysis.
- Select supportive scriptures.
- Develop an activity that enhances course content.

Lexical focus

Integration is done through the use of word studies and concordances.

Description of the Model:

The essential ingredient for this simple model is that of conceptual identity. That is, depending upon the label given to the subject matter under study, presuppose that the Bible speaks to virtually all of life. As Francis Schaeffer so often used to comment using Psalm 24:1, "The earth is the Lord's, and all it contains, the world, and those who dwell in it." Based on this, simply begin to search the Scriptures in concordances and various other lexical aides for that particular label, to see if there is a good configuration of passages which inform us definitionally and contextually about the subject being examined. For example, if we are discussing the concept of "light," or "speech," or "anger" -- simply look for Scriptures which speak to that subject. Consult secular treatments of the concept as well, to see whether or not the secular renditions square with sacred ones. Word studies are obviously an important part of this approach, the assumption being that root definitions in the classical Greek, Latin, and/or Hebrew are often informative of the subject's true nature.

Pre-requisites:

Virtually none, save the fundamental ability (and desire) to find out the true meanings of things according to Scripture. Students are encouraged to bring their Bibles (and concordances) to class each day, since the class will stumble across concepts for which there are only rudimentary, commonplace understandings and which require more systematic examination.

Steps Used in Applying the Model

1. First, the presuppositional base spoken of above is firmly established, reinforcing the notion that the Bible speaks sufficiently to all things under the sun.
2. Second, conceptual integration occurs as students are required to "double-study" all significant concepts and subject matters under consideration. Thus, secular texts and articles are generously mixed with Christian treatments in order to enhance the probability of 'sifting' the concepts through Christian Theism.

3. Third, as mentioned before, word studies are strongly encouraged as students delve more deeply into the lexical and contextual meanings of key words and concepts.
4. Fourth, class assignments are invariably structured to encourage students to further examine their subject matters from the view of Christian theism, though they are not always required to 'quote Scriptures' to make their points.
5. Finally, prayer is strongly encouraged before class and before undertaking any significant assignment, asking God to liberally anoint the work with revelation knowledge about what the kingdom of God has to say about a subject under study.

Institutes focus

(Latin *institutiones* means "principles of instruction," e. g. Justinian's Code.) Integration is systematic and prophetic, stressing authority, revelation, and crucial principles.

Professor Stern's principle is simply to apply appropriate biblical principles whenever possible for understanding and evaluating the law and lawyering, and to encourage and help equip students similarly to exercise a biblical faith for their study and practice.

Pre-requisites:

- The more grounded (intellectually and spiritually) in the Holy Scriptures a student is, the more a student embraces a developed Christian worldview, the more effective the model for teaching that student.

Methodology:

- Regular prayerful study of the Holy Scriptures with an eye towards receiving truth for his or her ministry at Regent.
- Study of legal materials as informed by biblical principles. When appropriate, referring to the Scriptures in the original languages, to traditional interpretations, to the *sensus fidelium*, etc.
- Arriving at and applying appropriate pedagogy for leading students into participating in this integration. Depending upon the adeptness of the students and the subtlety of the subject, pedagogical techniques might include materials to be read before class, questions to be answered and discussed, open class discussion, short lecture, etc. Students are encouraged generally to integrate independently in their own studies and preparation for class in anticipation of class discussion.
- In all these efforts, frequent consultation with colleagues has been invaluable.
- An especially important aspect of biblical integration in contemporary civil law has been discerning whether biblical principles are truly directed towards that particular authority, remembering that the Word is a sword and not a bludgeon.

Moral Formation focus

Faith integration model which informs the learner on issues from a Christian perspective and forms the learner in Christian virtue.

Pre-requisites:

- Awareness and understanding of issues in the field
- Knowledge of Scripture
- Openness to being "re-molded" by the Holy Spirit

Steps in Applying the Model:

- Pray for guidance
- Identify:
 - foundational ideas: Treating persons with disabilities with dignity and respect, appropriate education for persons with disabilities, character formation for persons with disabilities.
 - issues in the field: What constitutes effective instruction; how should one function as a member of a team; how does one conduct accurate and honest assessment; how does one make decisions; educational placement of students with disabilities; development of individual educational plans; curriculum selection; maintaining standards.
 - character and virtues needed by educators to address these issues: God's character: love, humility, honesty, integrity, courage, wisdom, discernment, prudence, understanding, knowledge, steadfastness, persistence, cheerfulness, forgiveness, speaking truth in love.
 - leadership qualities needed by educators to address these issues: courage, integrity, honesty, having God's vision.
- Reflect on and search Scriptures for God's ideas on these topics: treatment of persons with disabilities as recorded in the Old and New Testaments; Jesus' interactions with those with blindness, deafness, physical disabilities, leprosy; modeling Jesus' behavior; roles and responsibilities of Christian special educators; God's law vs. man's law.
- Use Scriptures from previous step to design devotions that enlighten each class.
- Add quotes from writings of various Christian authors such as: C. S. Lewis, G. K. Chesterton, Thomas a Kempis, and Jose Maria Escriva.
- Develop questions and activities that require students to link Scriptural ideas with class content.
- Open each class with prayer and devotion. After the instructor shares what he or she believes the Holy Spirit has shared with him or her, present various questions to the students, requiring them to integrate the Scripture passages with their readings and experiences. Encourage students to reflect and pray over particular Scriptures during the week and to bring further insights to future classes.
- Direct students to the devotional topic and encourage them through discussion and class activities to do likewise.
- Use in-class and out-of-class assignments to encourage prayer, student integration of Scripture into their lives, and the changes that God desires to make in their lives and the lives of their students.