

Embracing the Risk of Relationship

Presentation by
Richard Swan & Michael Johnson
Center for Teaching and Learning

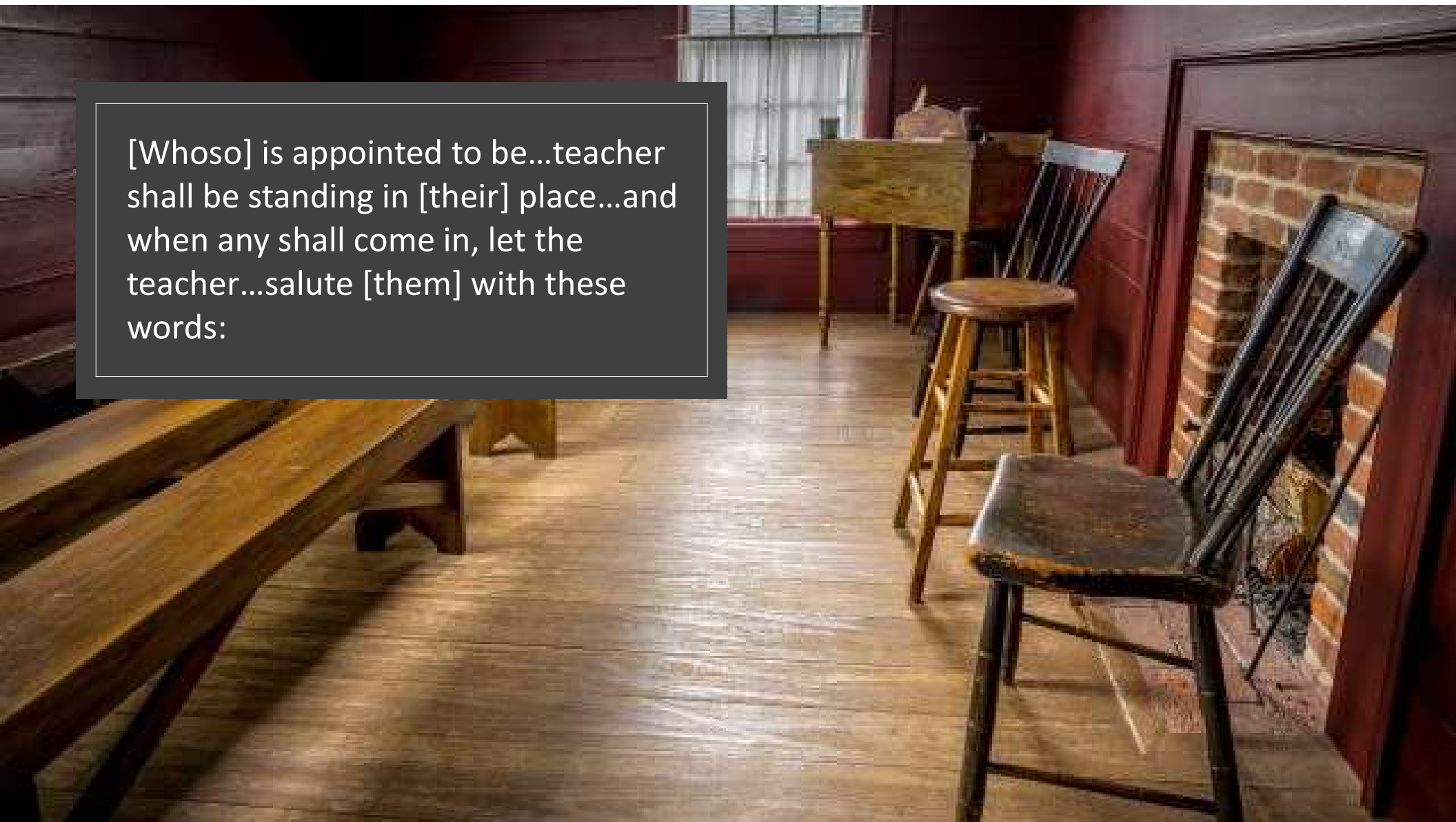
February 1, 2023
12:00 - 1:30 p.m.
Hinckley Alumni Center

Lunch will be provided
Please RSVP by January 27
at <http://bit.ly/3Cd63ud>



Inspiring Teaching Series: *Gospel Methodology in the Classroom*
BYU Undergraduate Education

[Whoso] is appointed to be...teacher
shall be standing in [their] place...and
when any shall come in, let the
teacher...salute [them] with these
words:



*Your double heritage and dual concerns
with the secular and the spiritual require
you to be “bilingual.”*

Spencer W. Kimball, 1975



My story



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A few quotes from the research

- ♦ *“Teacher Attitude”* is the biggest factor in student motivation both positive and negative.*
(Hobson, 2001)
- ♦ Graduates who felt “supported” during college (that *(1) professors cared, (2) made them excited about learning, and (3) encouraged their dreams*) are nearly three times as likely to be thriving than those who didn’t feel supported.*
(Gallup-Purdue Index, 2014)
- ♦ *Teachers make the biggest difference to student achievement*, and their attitudes or mindframes are key to unlocking this impact. When teachers believe that individually and collectively they can make a real difference in the lives of their learners...wonderful things happen.*
(Hattie & Hamilton, 2020)

* emphasis added



THE NATURE OF RELATIONSHIP AT BYU

Salutation from the School of the Prophets

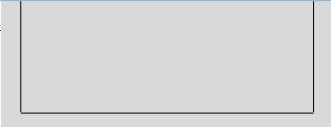
Art thou a brother or [a sister]? I salute you in the name of the Lord Jesus Christ, in token or remembrance of the everlasting covenant, in which covenant I receive you to fellowship, in a determination that is fixed, immovable, and unchangeable, to be your friend and brother through the grace of God in the bonds of love, to walk in all the commandments of God blameless, in thanksgiving, forever and ever. Amen.

Doctrine and Covenants 88:133



The First Great Commandment





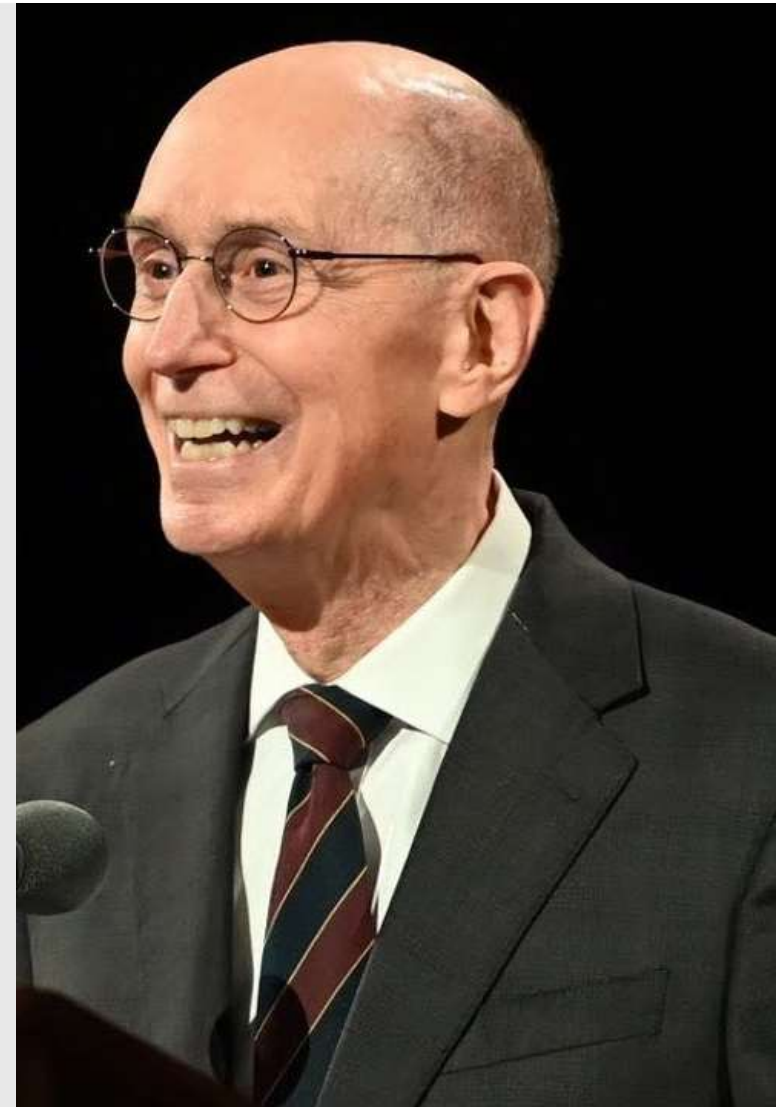
How could we better keep the
First Commandment to love God?

...And how would
learning to love the Lord better
help us in our inspiring teaching?



"If you walk with the Savior long enough, you will learn to see everyone as a child of God with limitless potential, regardless of what his or her past may have been. And if you continue walking with the Savior, you will develop another gift He has—the ability to help people see that potential in themselves..."

Henry B Eyring, Walk with Me, April 2017





The Second Great Commandment



Extremely Important (7)

Important (6)

Slightly Important (5)

Neither (4)

Slightly Unimportant (3)

Unimportant (2)

Extremely Unimportant (1)

(6.51) Showing they believe in students' potential

(6.47) Being authentic and genuine

(6.44) Being a role model of living the gospel

(5.97) Helping students deal with professional ethical issues people of faith might encounter

(5.95) Mentioning gospel connections and insights where it flows naturally

(5.89) Feeling and expressing concern and empathy for the students

(5.70) Having rigorous intellectual standards

(5.56) Taking on controversial subjects in their field with a gospel perspective

(5.53) Sharing personal experiences of reconciling differences between their faith and intellect

(5.43) Being personal and sharing personal experiences

(5.42) Praying in the classroom

(4.9) Explicitly sharing their testimony on occasion

(4.8) Being open to deviations from the lesson plan to address gospel topics or student questions

(4.74) Continuing honest attempts at bringing in the gospel, even if awkward at times

(4.34) Sharing spiritual thoughts, devotionals, scriptures, or hymns

What did teachers do that made the experience spiritually strengthening AND intellectually enlarging?

THE FOUR QUESTIONS

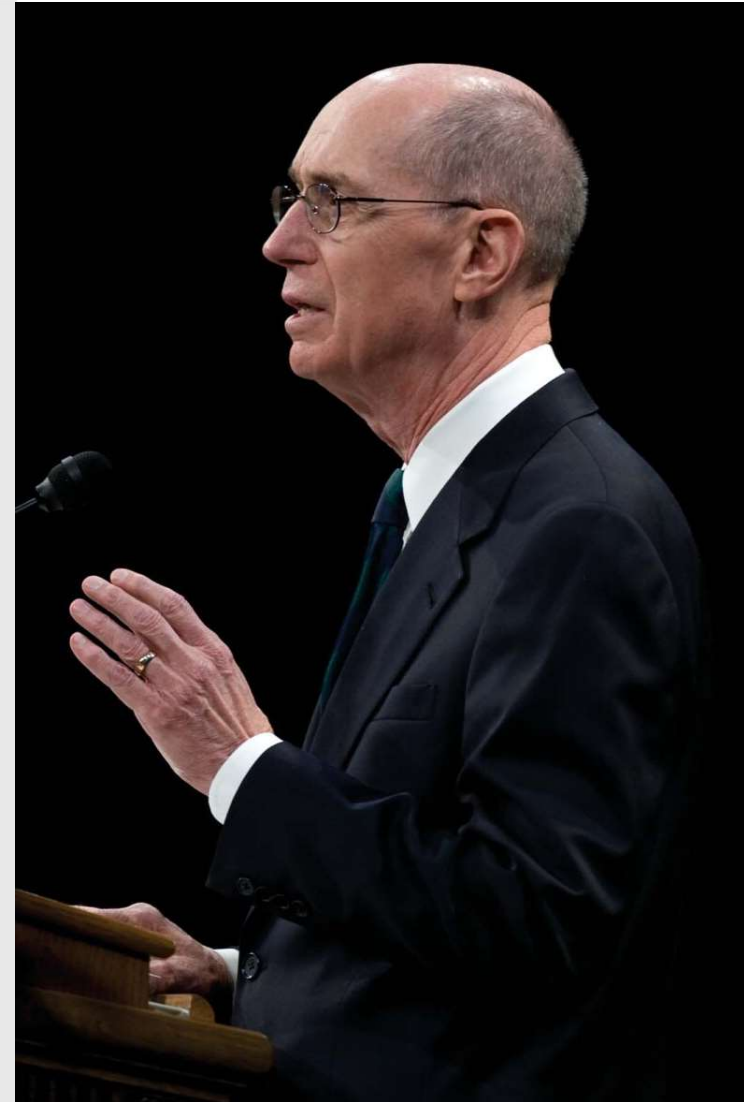
- ◆ Who Are You?
- ◆ Who Am I to You?
- ◆ Why Does/Should This Course Matter to Me?
- ◆ Who Am I/Who Do I Want to Become?

Birch A. J. & Wilkins, A.L. (2018).

Spiritually Strengthening and Intellectually Enlarging Professors: Four Questions Students Ask

"My guess is that what matters most, as you and I try to help our students, will not be so much whether they master a particular subject or pass our exam. That will matter some, but what will matter most is what they learn from us about who they really are and what they can really become. My guess is that they won't learn it so much from lectures. They will get it from feelings of ***who you are, who you think they are, and what you think they might become.***"

Henry B Eyring, Teaching is a Moral Act, August 1991

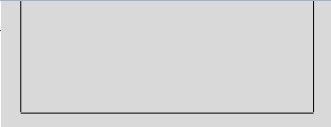


“Now, let us turn the question to you. *Who are you?*

First and foremost, you are a child of God. Second, as a member of the Church, you are a child of the covenant. And third, you are a disciple of Jesus Christ.”

Russell M. Nelson, Choices for Eternity, May 2022

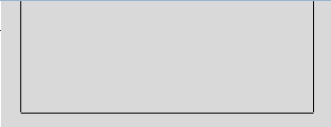




How could we better keep the
Second Great Commandment to
love our neighbor (students)?

...And how would
learning to love our students better
help us in our inspiring teaching?





What more could we do to help our students
consider who they really are and who they
want to become?





These are students—disciples of Jesus Christ who, led by prophets, can provide uplift to a world yearning for hope and joy.

This kind of student requires a unique kind of education: an education that requires a unique kind of faculty, staff, and administrators—faculty, staff, and administrators who prioritize the eternal development of their students over the praise and prestige of other pursuits.

More important, this kind of education requires faculty, staff, and administrators who are **disciples of Jesus Christ, motivated by love of God and of His children to bring others to Christ, who is the one true source of all light**. We will succeed in this remarkable mission only to the extent that we focus on Him in all we do.

President Kevin J. Worthen, This is a Student, August 2022



WHAT ARE THE RISKS OF RELATIONSHIP?







What are the risks of relationship for you?





WHAT WAS MOST MEANINGFUL FOR YOU?

Summarize in one sentence something you got out of today's discussion.





In the Language of Scholarship and of Spiritual Things: A Bilingual Approach to Discerning Gospel Methodologies

Presentation by Grant Jackson
Texas Tech University

February 22, 2023
12:00 - 1:30 p.m.
Hinckley Alumni Center

Lunch will be provided
Please RSVP by February 14
at <http://bit.ly/3YYZd5a>



Inspiring Teaching Series: *Gospel Methodology in the Classroom*
BYU Undergraduate Education

Connection to BYU Mission

BYU

Mission & Aims

All instruction, programs, and services at BYU should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting *personal challenge and change* but will also bring *strength to others* in the tasks of home and family life, social relationships, civic duty, and *service to mankind*. (emphasis added)



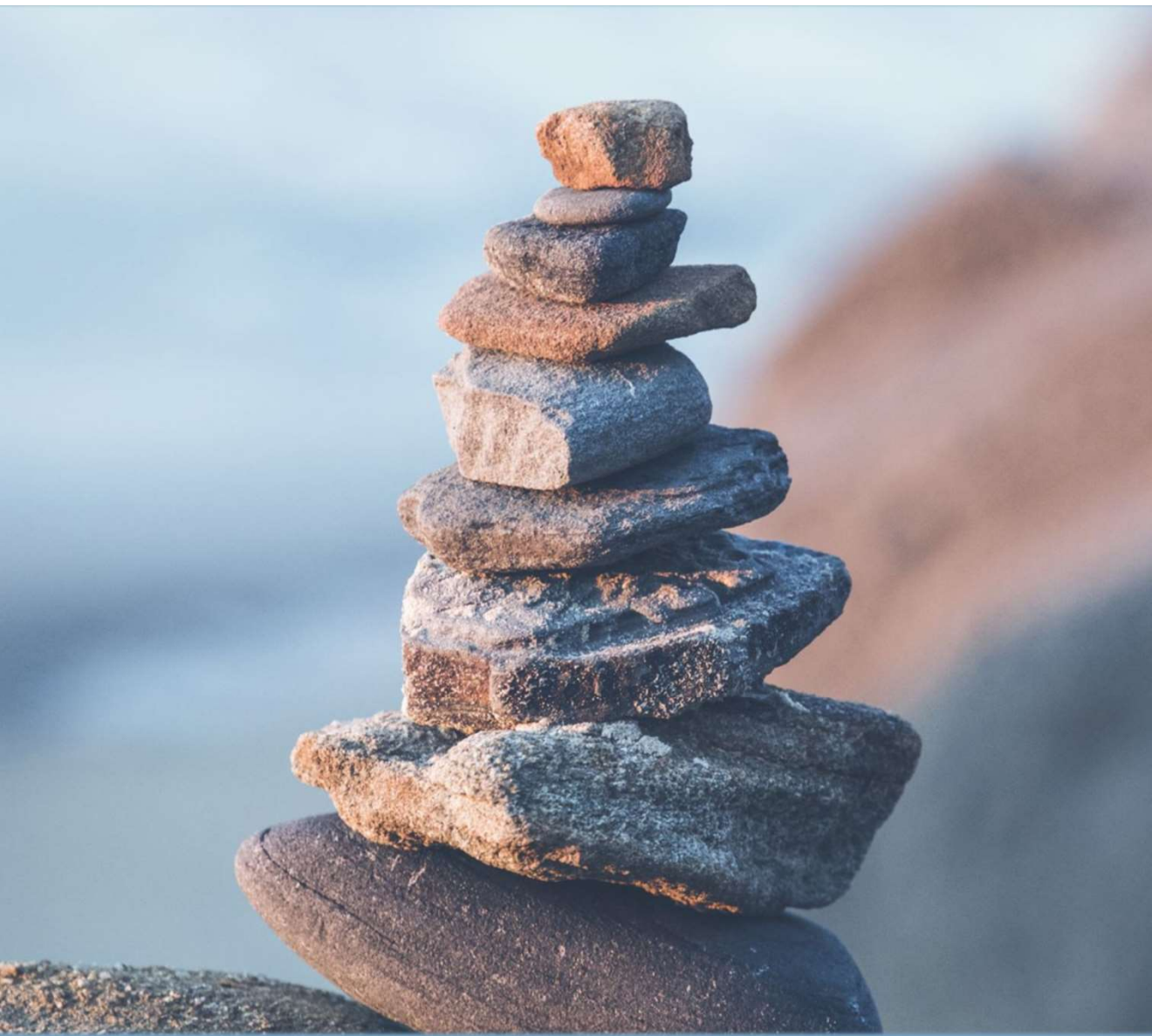
Relevant domains of learning

Domains of Learning			
Cognitive Domain Having to do with thinking, reasoning, logic, and ideas	Psychomotor Domain Having to do with motor control, physical coordination, and skill	Affective Domain Having to do with emotions, attitudes, and relationships	Conative Domain Having to do with volition, intentionality, and self-regulation



All of the Above, At the Same Time





Undergraduate Education
Inspiring Teaching Series:
Gospel Methodology in the Classroom
01 February 2023

EMBRACING THE RISK OF RELATIONSHIP

Richard H. Swan
Michael C. Johnson
BYU Center for Teaching & Learning