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## Letter from the Editor: Reflecting the Image of Christ in our Scholarship

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## Reflecting the Image of Christ in our Scholarship

by

Timothy D. Norton, Ed.D.

The integration of faith and learning has always been an emphasis in higher education programs that desire to combine the knowledge of a discipline with the Truth of the Word of God. This crusade of sorts continues every day in the classrooms of self-confessing Christian universities. Oral Roberts University is no exception in this endeavor. This edition of *The Journal* highlights ways in which various professors have attempted to integrate the Gospel with their own courses and subject matter they are presenting.

In *Effectiveness of Content Order in Improving Ethical Communication Choices in Oral Communications Classes*, the authors investigate whether there is a difference in the ability of students who were taught content focused on ethical communication from those students who were taught using traditional content order to integrate Biblical ethics into knowledge and understanding. They examine this as a means to understand how to adequately equip Christian students for the academic, social, and professional worlds in which they will live. They conclude that based upon the analysis of the current data, it appears that the experimental content order was more effective in teaching the students Biblical ethics than the traditional content order.

“What we need here, of course, is not natural science, but a broader inquiry that can include all that we know, including truths that God has created life on earth and could have done it in many different ways” (Plantinga, 2011, p. 87). In *Relating Christian Faith to Physics for Scientists*, the authors ask the question “how does God relate to physics and engineering?” Their research is part of an initiative by the new Center for Faith and Learning at Oral Roberts University to create an introductory college-level physics course for scientists and engineers that facilitates integrating physics and Christian faith. To supplement their research with views from a scientist that the students could relate to, students were asked to read *Einstein and Religion: Physics and Theology* by Max Jammer. Guided by the existing research in faith and learning integration, a module was developed and implemented to assist undergraduate students in exploring connections between physics and Christian faith. A rubric was also developed to measure the integration of faith and learning that resulted from the course.

An associate editor of this *Journal*, Dr. Kay Meyers, in collaboration with Dr. William Epperson, editor of two anthologies himself, review the anthology *Shadow and Light: Literature and the Life of Faith*. The reviewers discuss the book’s selections, the organization, and its potential use in the classroom. Their review indicates that it is an excellent textbook, relevant in its offerings and contains well written biographical notes.

Finally, as general editor of this *Journal*, I share a vision of the College of Education’s administration, faculty, and students as it pertains to our college’s recent presentation during our accreditation process. I imagine polishing the jewels in a crown and explaining how each jewel represents a particular group of people within the college. By doing this, I have the opportunity to demonstrate the collaborative nature needed to truly succeed in giving the glory and honor to God. This is part of the “brilliance” that others see as we together “give God all the glory” and become a shining reflection of that glory. This was what the College Accreditation Site Team saw and what we want to see in our students every day.