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Letter from the Editor: Celebrating Diversity in Teaching and Learning for Christians in Higher Education

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LETTER FROM THE EDITOR

CELEBRATING DIVERSITY IN TEACHING AND LEARNING FOR CHRISTIANS IN HIGHER EDUCATION

Hayoung Lim

*T*he recent pandemic has been dramatically impacting societal shifts and influencing global change. We are living in the most critical period of time for mindful shifting global trends pertaining to education and leadership training. We are also embracing the peak of dynamic exchange for online teaching and virtual learning. In the midst of the present forceful shift, *The Journal of Scholarship of Teaching and Learning for Christians in Higher Education* has provided an online, interactive, and integrative forum for Christian educators, scholars, and administrators to articulate and promote the ongoing research in teaching and learning from a Christian perspective.

Interaction and integration for Christians in higher education always include diversity. In our increasingly diverse and multicultural society, it is more important than ever for scholars, educators, and administrators in higher education to incorporate culturally responsive instruction in the classroom and globally adaptive policies in the operation of each institute. The increase of diversity not only relates to race and ethnicity, but also includes students with different religions, political opinions, economic status, gender identities, value systems, ethics, and language backgrounds. Cultivating diversity, fostering inclusion around multicultural education, and taking a culturally responsive approach to teaching benefit all college students. Establishing greater multicultural integration and inclusion would help students

with different backgrounds and needs succeed, and it encourages acceptance and helps prepare students to make positive changes in people of an exponentially diverse world.

Diversity in higher education system will continue to grow, so it is essential we prepare students to adapt to a rapidly evolving globalization and embrace the diversity representing who they are. This issue of *The Journal* gives a celebrating voice for diversity in our in-person and virtual classrooms. Dr. Marcia P. Livingston-Galloway, former coordinator of the English Language Learner (ELL) program at Oral Roberts University, and Dr. Andree Robinson-Neal, a faculty member in the College of Doctoral Studies at Grand Canyon University, offer a great opportunity to re-conceptualize inclusive pedagogy practice in the classroom. From National San Marcos University in Lima, Peru, we have foreign language professor Dr. Nora P. Mendivil-Carrión and education professor Dr. Campana Concha Abelardo present a positive influence of teacher training in English language learning on Moodle, a free online software package used in education. Dr. Angela Watson, professor of psychology at Oral Roberts University, and two of her students indicate the positive relationship between religious ego identity status and subjective well-being of Christian college students. Dr. Amir Azarvan, associate professor of political science at Georgia Gwinnett College introduces his Socratic approach to applying Ephesians 3:15 to many contemporary political debates.

In addition to these four scholarly articles, this issue of *The Journal* includes five book reviews and an editorial on the benefits of music therapy. This issue is replete with information, and I would like to sincerely invite you to *The Journal of Scholarship of Teaching and Learning for Christians in Higher Education* to celebrate our diversity in Christ all together.

Hayoung Lim
General Editor