

Journal of the Scholarship of Teaching and Learning for Christians in Higher Education

Volume 12 | Issue 1

Article 3

2022

Letter from the Editor

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Recommended Citation

Lim, Hayoung (2022) "Letter from the Editor," *Journal of the Scholarship of Teaching and Learning for Christians in Higher Education*: Vol. 12 : Iss. 1 , Article 3.

Available at: https://digitalshowcase.oru.edu/sotl_ched/vol12/iss1/3

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LETTER FROM THE EDITOR

Hayoung Lim

The key attribute of the current edition of *The Journal of the Scholarship of Teaching and Learning for Christians in Higher Education* (a.k.a., *The Journal*) is mindfulness. Mindfulness is the quality or state of being conscious or aware of something or someone. It is a mental state achieved by focusing one's awareness on the present moment—while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations—and it is often used as a therapeutic technique. The featured editorial, original research articles, and book reviews in this issue of *The Journal* can help our Christian educators to be fully aware of their identity, acknowledge their mission, accept their calling, and practice mindful teaching techniques.

The editorial titled “Finding Shalom” and a book review by Kezia Daniels—*How Shall We Then Care? A Christian Educator's Guide to Caring for Self, Learners, Colleagues, and Community*—promote mindfulness and care through “self-compassion.” Two other book reviews focus on theological education: *Beyond Profession: The Next Future of Theological Education* reviewed by James B. Shelton and *Forming Ministers or Training Leaders? An Exploration of Practice in Theological Colleges* reviewed by James Barber.

Three additional books reviewed in this issue focus on one primary theme for each book. *The Outrageous Idea of Christian Teaching*, reviewed by Garrett Trott, focuses on how a Christian teacher in higher education integrates (or should integrate) his or her faith and teaching. *Ethics at the Heart of Higher Education*, reviewed by Robert S. Thorpe, focuses on teaching ethics in a variety of disciplines in both Christian and secular colleges and universities. *Identity in Action:*

Christian Excellence in All of Life, reviewed by Jeff Voth, focuses on trying to live according to biblical principles, which can help people live more excellent lives—specifically, how someone can become a better neighbor, worker, and steward of God’s gifts. This book also touches on mindfulness and care in relationships as well as care and mindfulness in taking care of our health and well-being.

The articles in this issue span the fields of education and worship leadership. Education professors Carolyn F. Stubbs and Hallett Hullinger introduce and discuss the pedagogy of critical consciousness—not just being aware of social issues, but learning how to think critically and solve problems—in their article titled “Developing Critical Consciousness in Students for Cultural Transformation.” Worship coordinator and guitar professor Christopher Brown uses data based on the research from his recent dissertation on academic studies in worship, more specifically, how music ministry programs in higher education are changing from more traditional church ministry to more contemporary worship styles. His article is titled “Transitions in Collegiate Church Music Pedagogy: Developing a Pedagogy for Undergraduate Modern Worship Curriculum.”

The Q and A topic in this issue of *The Journal* asks three newly retired professors about how teaching in higher education has changed over the 40+ years each of them has taught undergraduate students and what lessons they can pass on to younger faculty members. This subject is also the focus of a book review by Marcia Livingston Galloway and Janet George. The book, *From Research to Teaching: A Guide to Beginning Your Classroom Career*, discusses ways for new professors to transition from being researchers to becoming educators. Professors need to understand—or be trained to understand—the science and the art of teaching.

It is my wish—as editor-in-chief—that you will find beneficial information in these pages, information that will broaden your perspectives and bless you and your students wherever you teach.

Hayoung Lim
Editor-in-Chief