

Levels of learning and teaching

Premise: learning and knowledge mean something deeper than we think they mean. They have deeper roots than our modern focus on information acquisition. Traditionally to know means to become, to take on a way of being. Ex: Mosiah 5:13 “For how knoweth a man the master whom he has not served, and who is a stranger unto him, and is far from the thoughts and intents of his heart?” John 17:3. “And this is life eternal, that they might know thee the only true God, and Jesus Christ, whom thou hast sent.”

1) Learning as information acquisition (short-term)

Teaching as information transfer, requiring and facilitating student’s learning information

T Present information

S Learn information

2) Learning as information acquisition (lifelong)

Teaching as motivating information acquisition

T Cultivate a disposition to learn information

S Learn information and will keep learning

3) Learning as taking on a new way of being

Teaching as mentoring others in a new way of being

T Cultivate a disposition to become informed and capable of thinking and acting

S Inform themselves

T Guide, model, and correct the ability to think and act

S Practice thinking and acting by preparing, engaging, and improving and thus change what they are

This mentoring is a master-apprentice relationship rather dispenser of knowledge-receptacle of knowledge relationship

In majors, as specialists, we guide, model, and correct students in taking on the way of being of our discipline (the way of an accountant, the way of a musician, the way of a historian, the way of a social worker)

We already understand that role and are doing it because we were also mentored in the way of our discipline. What we are less intentional about is the purpose and structure of how to mentor people in the process of becoming an educated Latter-day Saint more generally. We may not mean to, but we slip into the information transfer model.

What we all really want to do, however, is to help students develop a disposition to inform themselves and become capable of thinking and acting in general terms, in addition to just in our narrow disciplines.

Framing the question: What is it that we need to help students become more generally?

The Church has many faithful Saints in the target area, they are not coming here simply to become faithful Saints (but we do need to help reinforce that)

The Church has many faithful Saints with jobs in the target area, especially now with PEF as a tool, they are not coming here simply to prepare to get jobs (but we do need to help them prepare for that)

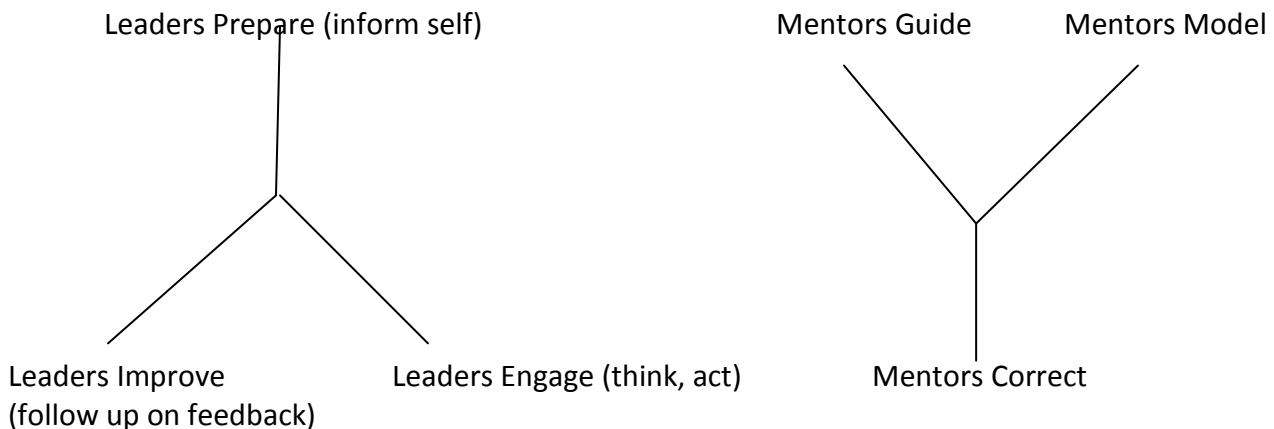
What is the *more* they can become by coming here to BYU-Hawaii?

Prophetic vision: Pres. McKay’s statement that our graduates will be “genuine gold. That is what this school is going to produce. More than that, they’ll be leaders.”

***What does a leader in the Kingdom in the target area need to be? What do we need to help them become while they are here? What are the core capacities of a Kingdom-building leader?**

(Note: this is a different question than what are the qualities or capacities of a generally educated person in general)

Our collective task as teachers is to **mentor** students in **the way of being** leaders who will build the Kingdom, to help them develop these core capacities



Our task: to think through **what are the core capacities** of this way of being that we need to help them develop? What are the core capacities of a Kingdom-building leader?

My version: In GE we mentor students in the way of the Kingdom-building leader, someone with the disposition to learn about the world and the ability to think and act critically, faithfully, interculturally, creatively

OR could frame this in terms of outcomes: ex. A Kingdom-building leader has the capacity to: communicate effectively, solve problems, pursue truth in both local and global contexts

***How can we best structure our general academic efforts in helping them develop those core capacities of a Kingdom-building leader?**

Goal of General Education: to mentor students in developing these core capacities, rather than just to transfer information

Our task: to think through

- 1) **What are the *foundational skills for functioning*** in this college-level “leadership training academy” (e.g. if don’t understand English they can’t participate in preparing, engaging, and improving in the GE or major curriculum)
- 2) **What are *structures of curriculum*** that will encourage students to **a)** practice informing themselves **b)** practice thinking and acting [insert core capacities here] by preparing, engaging, and improving
- 3) Here is where we could talk about some constraints to this structuring process, but I think that is less critical (e.g. the number of hours we have to work with, etc.)