

Faith and Learning Integration: Who Should It Serve?

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Abstract

Understanding what faith and learning integration (FLI) means, and how to apply it to academics is a life-long professional and spiritual journey for the Christian scholar. Just as I go through various personal phases of understanding how to make Christ Lord—to make Him fully integrated into every area of my life—I also go through professional phases of understanding how to make Christ Lord of my profession. Whenever possible, FLI should result in student learning—to go beyond faculty participation in FLI and equip the student to discover God in academics, in the professional world, and in life. Hasker (1992) defines FLI as “a scholarly project whose goal is to ascertain and to develop integral relationships which exist between the Christian faith and human knowledge, particularly as expressed in the various academic disciplines” (p. 234). The objective of faith and learning integration is to go beyond a classroom experience to become a student experience, enabling each student to understand how faith intersects with academics and every area of life. A recent study in *Christian Scholar’s Review* (Alleman, Glanzer, & Guthrie, 2016) discussed approaches of FLI used by Council for Christian Colleges and Universities (CCCC) faculty members. The researchers surveyed over two thousand faculty from nearly fifty CCCC colleges and universities and found that faculty members integrate faith into their courses in eight different ways: four ways are teacher-driven activities, and four ways are student-focused. This article attempts to show how FLI can be more about learning and less about teaching, with the ultimate outcome being the changed life of the students.

Keywords: faith integration, biblical integration, spiritual formation