

## INTRODUCTION

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Welcome to *Didache: Faithful Teaching* Volume 11: 2. This edition incorporates some of the changes we announced last edition. We have actually one of our more diverse offerings including three global regions (Africa, Mesoamerica and USA) and a new collaborative with Nazarene Educators Worldwide. In all, the theme might be “holistic” issues in teaching/learning including issues of context (including immigrant challenges) content (disciplinary considerations), teaching, and assessing learning. While a number of our presentations revolve more around insights into practice, the journal as a whole really embodies its mission quite well: seeking intersections between education, culture and faith. Perhaps the subtitle of the journal says it all, this edition models “faithful teaching” through the various issues addressed in the writings.

Catching up the deadlines remains a bit of a challenge so our apologies once more for a March rather than January publication. We hope to make a July deadline for the summer edition (more at the bottom of the introduction for faculty with sound student publications for the next edition).

The journal begins with global concerns. We open with two carefully researched papers from Africa and Mesoamerica. I am pleased to introduce Gift Mtukwa from Africa Nazarene University and his careful reflection on Faith and the Public Square from an African perspective (and a Kenyan context). Gift provides several helpful categories for ongoing global reflection and represents just one of a number of new writers from Africa (fortunately we will hear from more such scholars in upcoming editions) who follow in the footsteps of previous sound treatments in *Didache*.

The second article by Ela Gonzalez comes to *Didache* from our new regional associate editor Ruth Cordova. Rather than introduce the article myself (since we are presenting it exclusively in Spanish) I asked Dr. Cordova to send an introduction which follows:

The writing addresses Guatemalan people (including Christians) migrating to the States (legally or illegally) to work there but abandoning their families. There are local churches in certain places of Guatemala that are made of families without husbands or fathers. After men leave home and go to the States, they communicate with their love ones but then families do not hear more from them. In many cases, years pass without news. Families fear that something has happened to their relatives. After several years and attempts to communicate or keep track of the person, the family gave up and experienced completely abandonment. This sense of abandonment causes families to get discouraged and to disintegrate, often walking away from the Lord. The article offers some suggestions for pastors and local churches to prevent this to happen and to work with those abandoned families.

Biography: Rev. Ela Gonzalez is pastor of the Church of the Nazarene in Chimaltenango, Guatemala since 2005. She has a B.A. in Theology from the Nazarene Theological Seminary of Guatemala and had some academic training in pedagogy. She was ordained

as elder in 2007 in the Guatemala Central District. Ela and her husband Mario Enriquez have three children.

Biografía: La reverenda Ela González es pastora de la Iglesia del Nazareno en Chimaltenango, Guatemala desde el año 2005. Ella obtuvo su licenciatura en teología del Seminario Teológico Nazareno de Guatemala en el año 2011. Asimismo, cursó estudios universitarios en pedagogía. Fue ordenada como presbítera en el distrito central de Guatemala en el año 2007. Ela y su esposo Mario Enriquez tienen tres hijos.

Our second set of offerings emerges from a new global partnership with Nazarene Educators Worldwide (NEW). The organization emerged primarily as out of a partnership between higher ed. schools of Education in the Church of the Nazarene and practitioners/administrators in private Christian schools. NEW provides distinctively fresh considerations through projects in and through Wesleyan education. To assist the journal, we have added another strategic associate editor identified by NEW, Dr. Porter King. King retired recently after teaching twenty four years at Trevecca, teaching educational leadership, advising master's and Ed. D. level students, and occasional English classes. King possesses a Ph.D., as well as Specialist, in Education, Master of Arts (Peabody at Vanderbilt), alongside a Master of Education and Bachelor of Science (Murray State University). Porter also served twenty four years as editor of *Tennessee Educational Leadership* (affiliate of ASCD). I know Dr. King personally and look forward to his editorial leadership in his new role. I would encourage faculty working in our various schools of education to take the journal seriously as another venue for research and writing. Over the years *Didache* has published several articles in curricular design, educational philosophy, pedagogy and educational technology. We look forward to similar articles and essays in the future.

Emblematic of this “new” partnership we offer two articles from members of NEW. The first article, by Ester Swink and Les Parrott, seeks to provide some distinction and differentiation between strictly research doctorates and other action oriented research efforts like the Ed.D. (and I would say the D. Min as well). Dr. King provides the second essay which gives us a different perspective on education and civil discourse. While oriented within a distinctive North American context, the reflection speaks to educators worldwide and gestures back to *Didache* 10:2 where the journal addressed the same theme of “Gracious Speech” in several articles.

The final two publications serve as personal, yet also academically oriented, essays on teaching and learning by pastors who also serve as professors. Both writings (like the research articles above) also went through a review/juried evaluation. However, each professor provides reflective insight as part of their personal journeys as teachers. The first article, by David Ackerman, wrestles with the role of scripture in academic teaching, a particularly thorny issue for Bible faculty. Ackerman offers a working reflection over balancing the nature of academic hermeneutics and the life of the student. Laura Felleman offers a final reflection on the nature of assessment and her own personal journey utilizing rubrics to help set an academically rigorous but fair teaching and evaluation environment. Felleman is a United Methodist elder with both a

Ph.D. and DMin. She teaches adjunct in several academic settings and regularly blogs at "Methodist Doctrine, Spirit, Discipline" (<http://formandpower.blogspot.com/>). Both essays should prove helpful for new professors or those along the journey rethinking the role of their disciplinary subject, the place of students, or the nature of evaluation.

Just a reminder, as mentioned, our next edition will be in July. We have several interesting global papers being submitted for review. However, I also wanted to encourage faculty to consider submitting student papers for publication. Often spring offers a number of special awards at our institutions for outstanding research and writing. If a student paper merits this consideration please also consider submitting to *Didache: Faithful Teaching*. While many of our research articles and essays go through a formal jury process, we do publish student work based on the faculty member who recommends the work (essentially the faculty member becomes the reviewer of record). Both student and faculty are mentioned in the journal introduction.

For those who have followed the journal's "call" for papers for a Nazarene Global Theology Conference on Ecclesiology, the conference is now scheduled for March 2014. Those applicants who submitted and were approved on the USA/Canada Region, should have received a notice and other global regions will be following up with their constituency in the future.

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A Call For Civility. Porter King, Trevecca Nazarene University

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Designing Seminary Expectations. Laura Felleman, Ph.D., Pastor, First United Methodist Church of Plattsmouth, NE