

## Zone 3: Learning by Study & by Faith

### Topic 1: Class Time

Driving Question: How can we help students use preparation time more effectively and create more accountability for preparation?

#### Overview

Class time should be used less for lecturing and more for students to think, write, and talk about concepts, all the while constructing their own understanding. Instructors should encourage active thought and discussion by calling on students and by using methods like think-pair-share, debate, case studies, etc. The focus should be on fundamental principles, concepts that are most difficult to understand, and the most common misconceptions. Time for these classroom activities can be made available by moving the delivery of content to pre-class, preparation activities. Such preparation activities could be optimized for the greatest impact. Students need to be motivated and accountable for their preparation so that they will be ready for deep learning experiences in the classroom.

#### Supplemental Questions

##### Flipped Classroom

- What is the most impactful way that course content can be presented as preparation before class?
- How can students be motivated and held accountable to complete preparation?
- Are there online best practices and resources that could be adopted in this course?

##### Use of Class Time

- How can we improve the quality of experiences in class?
  - How can the flow of the class be managed to structure attention or respond to student attention thresholds?
  - How can we best use class time to engage all students in active, constructive, and deep learning?
  - How can we more effectively use technology to engage students?
  - What class activities will foster thinking, writing, and talking about complex concepts?
  - What individual, paired, and small group activities can be used for active and deeper learning?
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## Topic 2: Active Learning

Driving Question: How can we more effectively align learning activities with the Learning Model and its principles, so that students are more active and less passive learners?

### Overview

Below you will find scholarship and questions to help guide discussion and implementation of the BYU-Idaho Learning Model.

### Supplemental Questions

- How can the course better teach students skills associated with one of the 5 principles of the BYUI Learning Model?
- How are aspects of the Learning Model currently implemented in the course?
- How can we more effectively use technology to engage students?

#### Prepare

- How can the course be improved to better help students “Prepare” for class?
- What are the opportunities and appropriate support for students to:
  - Complete assignments early?
  - Engage in pre-class discussions?
  - Bring questions to share?
- What is being done to hold students accountable for their preparation?

#### Teach One Another

- How can the course be improved to better help students “Teach one Another”?
- What are the opportunities and appropriate support for students to:
  - Listen and respond?
  - Respect others?
  - Invite the Spirit?
  - Serve one another?

#### Ponder and Prove

- How can the course be improved to better help students “Ponder and Prove”?
  - What are the opportunities and appropriate support for students to:
    - Reflect individually?
    - Reflect in groups?
    - Record learning?
    - Test understanding?
    - Act on what they’ve learned?
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## Topic 3: Learning by Faith

Driving Question: How can we help students approach learning in all classes as an act of faith?

### Overview

As educators and mentors at Brigham Young University-Idaho, our purpose is to fulfill our stewardship to help students grow both spiritually and intellectually.

### Supplemental Questions

- How do we use BYU-Idaho as a Disciple Preparation Center?
- What tools or strategies can we edit or create to inspire a love for learning?
- How can this course help students develop in their discipleship?
- How can students apply faith to their study of secular subjects?
- What is the role of faith in scholarship?
- How do I add a spiritual element to teaching subject matter that is not spiritual in and of itself?
- How can instructors be spiritual as well as educational mentors?
- How can I find time to be a spiritual mentor when I have so many other things to do as an instructor?
- What do I need to do that ward leaders aren't doing already?



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