



## BYU-Idaho launches new Learning Model Web site



Students and employees can now experience the Learning Model through a new form of interaction. The new Learning Model Web site was launched Friday, Jan. 16, and has already attracted a number of people who have begun posting insights and personal experiences.

Although the Learning Model has already been applied to classroom learning, this tool was developed to help students more fully understand how to use the principles and processes in their learning, said Brian Memmott, University Communications graphic design coordinator. This interactive media helps educate students on ways to take more responsibility for their learning while on this campus as well as in the future.

While primarily geared toward students, the site is also for external audiences who have no other way of learning about the Learning Model and the unique way BYU-Idaho approaches learning, said Brian Schmidt, Instructional Development director.

The site guides visitors through the process steps of “Prepare,” “Teach One Another” and “Ponder/Prove.” Along the way, visitors can learn more about the five Learning Model principles by viewing reflections from students and faculty or by reading supportive scriptures, quotes and examples. Additionally, an online forum allows members of the university community to discuss questions and share ideas.

The Web site is designed to allow individuals the opportunity to browse as much or as little as they want. Those who want a brief overview can obtain information quickly, while those who want to learn more can dig deeper. “One can literally spend hours on the site,” Schmidt said.

Within the first two weeks of its launch, the Learning Model Web site has had more than 3,600 hits.

The Learning Model Web site can be accessed at <http://www.byui.edu/learningmodel>.

*\*Last Thursday, President Clark led an interactive discussion with students about the Learning Model, which will be available to view and listen to shortly.*

## Foundations program replaces general education courses at BYU-Idaho

In Fall semester 2008, incoming freshman at BYU-Idaho were introduced to a new general education program known as Foundations. This program has been designed to replace the previous general education courses and provide a more focused and complete approach to learning.

The Foundations program stemmed from a charge to raise the quality of every experience a BYU-Idaho student will have. In his Inaugural address on Oct. 11, 2005, President Kim B. Clark stated:

“As we pursue that mission in the years ahead, I believe there are three great imperatives before us, three great things the Lord would have us do. The first is that we must raise substantially the quality of every aspect of the experience our students have. As good as it is today (and believe me, it is very, very good), every dimension of the BYU-Idaho experience—spiritual, intellectual, social—must increase in its quality. We must do all of this to better prepare our students for a very challenging world. This will require inspired innovation and important changes in many aspects of our work.”

“The Foundations initiative has been under development for more than two years,” said Bruce C. Kusch, associate academic vice president for curriculum. “This is a dramatic change to our general education program; it has been completely redesigned.”

There are a few key differences between the previous general education program and the new Foundations program. First, Foundations requires students to gain a more focused education than they would receive at a different university or college. Past general education courses focused on students receiving a broad education in areas outside their chosen discipline. “The traditional general education program was not meeting the needs of students once they entered the

workforce or entered graduate school,” said Kent Barrus, Academic Advising director.

The Foundations program differs from general education in how students are able to choose their required courses. In the previous general education program, students had a longer and more diverse list of classes to choose from. This created a significantly different experience for each student. Foundations has purposefully limited the number of classes that a student can choose from. Therefore, all students that complete Foundations will have similar experiences and will have received a more focused educational experience.

Second, the Foundations program uses the Learning Model and applies the principle of students teaching students. The principles of the Learning Model ask students to prepare, to teach one another and to ponder and prove. “Every Foundations course is designed to implement the BYU-Idaho Learning Model,” Kusch said.

The third difference between the previous general education program and Foundations is the skills that students will gain from completing Foundations courses. “The important and underlying principle of the Foundations program is that it helps students learn how to learn. They will learn skills that will carry over to their lives after they leave BYU-Idaho,” Barrus said. Foundations will assist students in gaining critical thinking skills that will benefit them in the workforce and will help them learn how to analyze situations and solve problems. The principles learned in Foundations will also benefit students in their present and future homes. “In the home, they will be able to resolve conflicts and analyze situations,” Barrus said.

The last major difference between general education courses and Foundations deals with how the curriculum for Foundations was created. Foundations courses have been designed to be interdisciplinary, providing students with the ability to dive more deeply into the various subject matter areas. For example, the Pakistan Crossroads and Conflict Foundations course required faculty members from the History, Geography and Religion departments to formulate the curriculum for the class.

Kip Hartvigsen, a faculty member in the English department, was one of seven people on an interdisciplinary committee that formed the new text for the English Foundations course. The committee consisted of English and communication department faculty. “It was a collaborative experience working with colleagues to develop a new text for the course,” Hartvigsen said.

“This has required thousands and thousands of hours of preparation by the faculty,” Kusch said, “all with the intent to give students a better foundation to build upon for their lives and their BYU-Idaho experience.”

Jeff Andersen, a faculty member in the Department of Humanities and Philosophy, teaches the Foundations course, Heroic Journey.

The curriculum in the Heroic Journey course has made an increased effort to implement the Learning Model. Classes prior to Foundations were generally lecture based. “Lecture still has its place and is still used to lay a foundation upon which group learning is based,” Andersen said. Students are also required to attend four Fine Art events on campus and participate in group discussions, reports and presentations. “More insights are gained through group discussions than through our own knowledge,” Andersen said.

Hartvigsen believes that Foundations courses can benefit teachers as well as students. “Foundations brings the teacher to class with freshness. They have to learn along with their students. The challenge of teaching Foundations courses renews the teacher’s investment in the course they are teaching. Teachers are learning as they teach,” Hartvigsen said.

The Foundations program is not without its challenges. “Foundations is a significant change from the previous general education program. It requires a complete paradigm shift. But this will be one of the things that will set our students apart,” Barrus said.

## Special Collections and Archives



Employees and students have the unique opportunity to enhance their learning and become true historians as they experience history and utilize BYU-Idaho’s Special Collections and Archives in the David O. McKay Library.

### One of a Kind

The Special Collections and Archives at BYU-Idaho is quite different from that at any other university as it provides a hands-on approach to learning. Virtually everything housed here is accessible to students, including a first-edition Book of Mormon, Thomas E. Ricks’ walking stick, a first-edition King James Bible and more.

“You can hold in your own two hands something that is 500 years old,” said Martin Raish, university librarian. At other universities, only specialized workers are allowed access to or are able to touch archival documents or artifacts.

The Special Collections and Archives is an “extension of the classroom,” Raish said.

Besides rare artifacts from around the world, other documents and artifacts have been collected for posterity. The archives preserve local and church heritage as well.

Some of these collections include the history of Rexburg and Southeastern Idaho, histories of pioneers and the Teton Dam flood. Other interesting documents include publications, including the university’s original student newspaper, *Student Rays*, which is known today as *Scroll*.

These documents “[tell] us who we were,” said John Powell, Special Collections assistant.

### Becoming a Historian

Special Collections and Archives provides a controlled environment where individuals can actively participate in learning as they look at original documents and draw their own conclusions from real research rather than solely relying on the research of others.

Working with these original documents forces individuals to use their minds rather than “depend on Google or Wikipedia,” Powell said. “You’ve got to get in; you’ve got to wrestle with it. There’s no substitute for it.”

### Student Involvement

Each semester, student employees create exhibits that come straight from the rare collections contained in the archives. Exhibits from past semesters have included children’s literature, which featured original Randolph Caldecott illustrations and a facsimile of the 1766 edition of “The Renowned History of Goody Two-Shoes;” “Courage in a Season of War,” which featured authentic World War II artifacts provided by local author, Paul Kelly; and BYU-Idaho’s own version of “Ink & Blood,” which presented the history of printing. “Ink & Blood” was a traveling exhibit recently housed at the Museum of Idaho.

Currently within Special Collections and Archives is an exhibit on the history of the Bible. It features a handwritten Paris type manuscript Bible circa 1230. This book is currently on loan.

Recently, a group of student employees expressed interest in starting a women’s oral history collection, inspired by Dr. Andrea Radke Moss’ Women’s History Seminar. This provided the library with material “on an area we had been woefully inadequate in, namely women’s history,” Powell said.

Although documents are not to leave the Special Collections and Archives, its Web site provides access to archival information. Student employees are responsible for transcribing and editing old devotionals for the online archive, which is accessible on BYU-Idaho’s Devotionals Web page. They also transcribe oral histories about people from the Upper Snake River Valley and enter information about collections into the computer for public access.

Special Collections and Archives is located in the west wing of the second floor of the David O. McKay Library. Items are not available to check out, however, its services are available from 9 a.m. to 5 p.m., Monday through Friday.

### BYU-Idaho physics students demonstrate science principles at local schools



The BYU-Idaho Society of Physics students performed a science demonstration for approximately 200 students at Adams Elementary School in Rexburg on Jan. 12.

London Jenks, a senior majoring in Physics Education, and the Society of Physics Students (SPS) outreach officer, joined Dr. Brian Pyper, a BYU-Idaho physics teacher and Director of Physics Education, to demonstrate a set of entertaining science demonstrations and to give elementary students ideas for science fair projects.

The science demonstrations have two purposes. First, to give BYU-Idaho students teaching experience, and second, to inform younger students that science is not intimidating. “We want our BYU-Idaho students to gain experience in teaching and show off their knowledge about physics. We also use these demonstrations to teach kids that science is not scary, that it can be fun,” Pyper said.

Jenks feels that it is important to reach out to the community and teach them about science. “As a country, it is important that we keep up with the rest of the world. The United States is falling behind in science. This helps in some small part,” Jenks said.

At Adams Elementary, Pyper and Jenks demonstrated the Bernoulli Principle with a “Bernoulli ball,” a beach ball suspended in an air stream from a leaf blower. Another demonstration was the “air shooter,” a garbage can with a spring and diaphragm filled with fog that shot puffs of air across the room. Jenks and Pyper also demonstrated electricity, magnetism, inertia and heat.

The idea to visit local schools to educate and demonstrate science principles was an idea of the BYU-Idaho SPS chapter. “I enjoy the demonstrations and seeing the kids’ reactions, but this was completely the SPS students’ idea. I am happy to support their efforts,” Pyper said.

The Society of Physics Students is a professional association for students. Within the SPS is the national physics honor society, Sigma Pi Sigma. This two-in-one society operates within the American Institute of Physics, an umbrella organization for 10 other professional science societies. "This organization provides our students with opportunities that they would normally not have," Pyper said.

The SPS is scheduling several other science demonstration shows at schools in the Rexburg community throughout the winter and spring months.

**Next week's devotional: Robert M. Wilkes**



**Robert M. Wilkes** was born in Afton, Wyo. After serving in the Central States Mission, he received his bachelor's degree from Brigham Young University in history and physical education and his master's of education degree in Educational Administration. He also studied at the University of Wyoming and University of Nevada at Reno.

Brother Wilkes began his employment at Ricks College in 1970 as a faculty member in the Department of Religion. He served five years as a chairman of the Department of Recreation Education, five years as chairman of the Division of Religious and Family Living, and four years as chairman of the Division of Education. Prior to retiring from BYU-Idaho, Brother Wilkes served as the vice president of Student Life, and in November 2004 he was asked to return and serve as Interim President of BYU-Idaho.

Brother Wilkes has been a lecturer, seminary teacher and an instructor in the Institutes of Religion. He has served as a bishop twice, a counselor in a stake presidency, a high counselor, stake president, regional representative and as president of the Wisconsin Milwaukee Mission. Brother and Sister Wilkes have recently returned from serving as president and matron of the Billings Montana Temple.

Brother Wilkes and his wife, Estella, are the parents of six children—three girls and three boys. At the present time, they have 23 grandchildren.

**Birthdays: Feb. 5-11**

- 5 Jean Baird, Business Management  
Steven Kugath, Recreation Management
- 6 Forest Gahn, Geology  
Jean Hardy, Health Science  
Jana Jensen, Mathematics  
Brian Kinghorn, Religious Education  
Robert Richards, Health Science

- 7 Travis Sellers, Biology  
Alma Timothy, University Store  
Julie Clark, English  
Julie Howe, Accounting Services  
Raymond Lines, Physics  
Mark Nygren, Business Management  
Judy Wilkins, Theatre  
Lavona Young, Purchasing
- 8 Leah Carluccio, Exercise & Sports Science  
Venae Hokanson, Dean of Students Office  
Richard Nygaard, Mathematics  
Miguelina Swallow, Foreign Language  
Steven Whitfield, Food Services
- 9 Katherine Baldwin, Religious Education  
Rosalie McBride, Admissions  
Patricia Randall, Theatre  
Jerry Schlegelmilch, Exercise & Sports Science  
Matthew Taylor, Religious Education  
John Zenger, Biology
- 10 Donna Funk, Nursing  
Layne Hymas, Accounting Services  
Gary Romrell, Stores & Receiving
- 11 Kriss Jacobson, Student Act/Peer Instruction  
John David Lewis, Health Science  
Joshua Nelson, Custodial  
Erin Quinton, Art Gallery

**For sale**

2003 Toyota Tacoma Ltd., 4x4 extra cab, TRD off-road package, bed liner, silver, custom sound, excellent cond., 47,000 miles, \$16,200 OBO, call 201-6490 or e-mail hurleyc@byui.edu.

Gas dryer, \$100 or best offer, call Ken at 745-8569.

Sofa/loveseat (brown), furniture purchased one year ago, \$800.  
Table with four chairs, \$350. Matching bookshelves (off white with dark color on top shelf), \$125 for both, call 356-5241.

**Thank you**

I want to express my gratitude for the beautiful flowers and the sincere expressions of love and concern that were shown to me at my husband's passing. The cards, calls, notes and friendship reminded me of how blessed I am to work with such caring and supportive people. I am grateful to be part of BYU-Idaho. Thank you.

Judy Steiner, Department of English

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