

IN THIS ISSUE OF PERSPECTIVE

In recent conversations with my students, class discussions, and personal reflections, I have explored the current state of my field of study and my role within that state. In a recent General Conference session, President Russell M. Nelson highlighted the need for personal revelation if one is to survive in the world today.¹ My personal field of study is in the arts, specifically dance. President Nelson’s emphasis on what is needed today has led me to seriously reflect on surviving in the world of art today and what that means for me personally, as well as for my students.

An assignment I give my advanced composition class often leads to poignant discussion and in depth research on this topic. The question they are asked the first day of the term is, “What does it mean to be an artist in the 21st century?” Their verbal and written reflections are insightful and demonstrate not only a knowledge of trends and evolving developments within the art form, the expectations of audiences, and the platforms available to artists, but they also reveal a strong foundational understanding of their role within those developments and a willingness to seek to explore their role in the field. I ask myself the same question as an artist, but along with that I ask, “What does it mean, or what is required, to teach artists in the 21st century?” For each of us the word artist can be replaced by any title or field that we associate with. Each field of study has features that shape inquiry, research design, methodologies, interpretations and inferences that can influence and inform research and teaching in other fields. Each field is woven through with a rich history of context, phenomena, failures, and advances. In order to generate appropriate inquiries in the educational setting, each field has a need to see historical patterns, emerging trends, dissolving absolutes, or cultural influences. Engaging in relevant research allows us and our students to participate in the development of new tools and methods within our chosen fields or within the common interest of teaching.

According to Ken Bain, without exception, excellent “teachers know their subjects well. They are all active and accomplished scholars, artists, or scientists.” Excellent teachers monitor the intellectual, philosophic, scientific or artistic advancements within their own fields as well as examine what people are doing in fields other than their own²

In that spirit, the Spring 2019 issue of *Perspective* offers reflections from the fields of Religion, Communications, Science, English, and the Arts. It provides reflections from faculty on their individual fields of study. Possible benefits from this issue include: inspiring you to delve into your own reflective journey in your field to reconnect, to improve, or to discover; while connections made to other fields of study will enlighten you and offer new perspectives on familiar questions. We hope that you will find these reflections useful as you engage in your own work, reflections, and inquiries.

1 Nelson, Russell M. “Revelation for the Church, Revelation for Our Lives.” April 2018 Ensign

2 Bain, Ken. “What the Best College Teachers Do.” Harvard University Press. 2004



ASHLEY STORM
EDITOR

Publication Committee
Learning & Teaching Council

perspective@byui.edu or

hoopesa@byui.edu

EDITORS

Contact information for the editors of *Perspective Magazine*

Lane Williams	Communication	williamsl@byui.edu	243 SPO	496-3714
Kirk Astel	Religious Education	astelk@byui.edu	156 BID	496-3937
Hyrum Lewis	History, Geography & Political Science	lewish@byui.edu	343 RIG	496-4236
Ashley Storm	Theatre & Dance	hoopesa@byui.edu	212C MC	496-4855
Megan Sjoblom	Geology	sjoblomm@byui.edu	290 ROM	496-7678