
Editor's Perspective

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In the world of education, collaboration is often viewed as an asset, yet many educators still struggle with openly sharing their teaching ideas. Concerns over originality, recognition, and evaluation by others sometimes hinder the free exchange of ideas. However, Ecclesiastes 4:9-12 (CSB) offers a profound biblical perspective on the power of working together:

Two are better than one because they have a good reward for their efforts. For if either falls, his companion can lift him up; but pity the one who falls without another to lift him up. Also, if two lie down together, they can keep warm; but how can one person alone keep warm? And if someone overpowers one person, two can resist him. A cord of three strands is not easily broken.

This passage is a favorite of mine. It emphasizes the strength found in unity, a truth that is highly applicable to the teaching profession. When educators share their knowledge, experiences, and methodologies, they create a foundation for stronger and more effective instruction. Collaboration in education not only benefits individual teachers but also enhances the learning experience for students, fostering a more engaging and dynamic classroom environment.

Throughout my time as program chair for the Christian Business Faculty Association, I have been an advocate of collaboration for research and writing. For those of us who have limited time to allocate to this endeavor and for others who may have limited experience, collaboration is an effective way to increase productivity.

But that is not why I chose the passage for my letter to you. I am excited to announce a new category for manuscript submissions: **Teaching Talks**. If you have attended our annual conference in either of the last two years, you will recognize the category. Three years ago, the CBFA board explored ways to rejuvenate the academic program portion of our conference. One suggestion offered by Traci Pierce was to allow brief presentations of innovative ideas for class activities (i.e., Teaching Talks). We all agreed last year that the success of these presentations made it worth keeping them in the program. We also felt that there should be a vehicle for sharing the best ideas more widely. Thus, our new submission category emerged.

You may wonder about the difference between the Creative Instruction and Teaching Talks categories. The former category will be reserved for more extensive developments (e.g., new ideas for internships, teaching methods, etc.). The latter category will showcase one-off, single-class activities and exercises. For Teaching Talks, we are not looking for materials that you adopted from elsewhere. We want ideas that you have created to fill a need in your classes.

Along with Director of Publications Andy Borchers, I have developed a special set of guidelines for Teaching Talks manuscripts. We will not publish these in the journal. If you are interested in submitting a manuscript, please reach out to me and I will send them to you. There is also a sample article that appears in this issue to give you an idea of what we want. In short, we are looking for manuscripts that are well-developed, that can be read one day and implemented in class the next day. Think of these like software that you download and immediately start using. Teaching Talks articles will be the quick start-up guide for implementation.

Let's share our good ideas for activities with each other (i.e., the cord of three strands). It will make all our classes better.

