

March 2011 Research Reporter



Congratulations to Dr. Jerrold Petrofsky (Physical Therapy) for receiving a \$126,000 grant from the Pfizer company.



This principal investigator initiated grant was awarded to Dr. Petrofsky as a direct result of his long association with Pfizer and his success in conducting several research grants. This grant, "The Effect of ThermoCare Heat Wraps on Delayed Onset Muscle Soreness", will help determine if heat actually assists healing. While most people assume the more heat the better there have been very few formal studies conducted to determine (1) if heat is more beneficial than other methods;

and (2) if heat does work, can the amount of heat needed be quantified? Dr. Petrofsky's study will attempt to answer both questions.

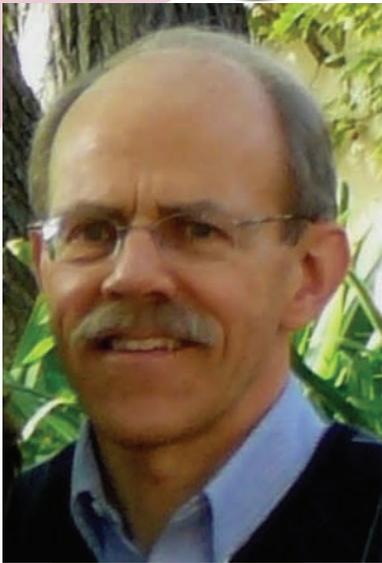
Dr. Petrofsky is also preparing a National Institute of Health (NIH) research project in collaboration with Loma Linda University Medical Center. Loma Linda has administered a number of Pfizer funded research projects for the past ten years under the direction of Dr. Petrofsky. The proposed NIH project will allow APU to establish a federally negotiated indirect rate. Once es-

tablished, these indirect cost funds will assist APU in creating a grants management and administrative office as well as providing critical support to faculty in their desire to prepare competitive proposals.

Thanks to Dr. Jerrold Petrofsky for his dedicated service to APU and for his willingness to expand the research mission and philosophy of the university. We look forward to many future exciting research projects.—Lou Hughes



“Language from a Christian Perspective Reconsidered” by Richard Robison, Ph.D.



Richard Robison, Ph.D., Professor and Chair of the Department of Global Studies, Sociology, and TESOL, explores the questions of whether or not language existed before creation and is included in humans’ *imago dei*, and, if these questions are answered affirmatively, then “what does a morally responsible use of language entail?” in his “Language from a Christian Perspective Reconsidered” *Journal of Christianity and Foreign Languages* 12 [Spring 2011]). Counter to the commonly accepted Darwinian view that language evolved along with human beings, the inherent structures within all languages suggest that a Creator may be at their root. The Bible testifies repeatedly that “God spoke” at creation, then through His prophets, and especially in Jesus, indeed the Word Incarnate. Robison notes, “Scripture consistently portrays God as One who speaks. The inability to speak or hear is attributed to idols or false gods (e.g., I Kings 18:26-29; Pss. 115:5, 135:16; Jer. 10:5), implying that the power of speech is a defining quality of true divinity.” Further, “[i]f we take the position that the preincarnate Christ was already the *logos*, and that *logos* here includes both thought and speech, then language has been part of the Trinity since before creation. . . . language. . .

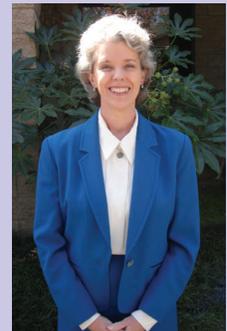


existed before creation as a divine attribute and is the archetype of human language.” Language is uniquely creative. For example, it allows Robison to theorize and theologize about it, while permitting me, his reviewer, to comment on his theories and theology, both tasks which animals, capable of learning the significance of some words, are unable to do. Humans use language rationally, not magically or for simple behavioral modification purposes. However, God’s use of language, far superior to human *imago dei* expressions, demonstrates itself in His “speaking the world into existence” and giving healing and life: “Jesus performed miracles simply by speaking.”

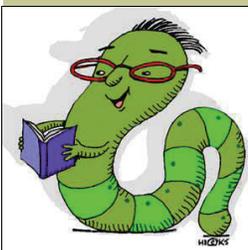
The power of language which human beings have received from God must be ethically tempered for, as Jesus warns, “by your words you will be acquitted, and by your words you will be condemned (Matt. 12:36-37)”. Hu-

mans cannot and should not remain silent for fear of sinning. Robison concludes this fascinating article with this good advice: “wield the language in a manner that brings life, mediates healing, nourishes one’s hearers, cheers the anxious, turns away wrath, and rescues the oppressed, while at the same time doing no harm.” Thus Christians may imitate Jesus authentically and courageously.

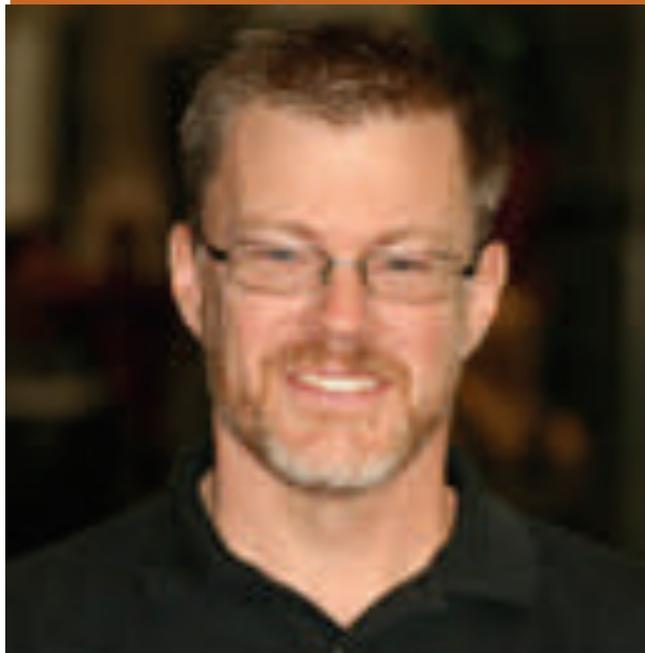
—Carole J. Lambert



“Scripture consistently portrays God as One who speaks. The inability to speak or hear is attributed to idols or false gods (e.g., I Kings 18:26-29; Pss. 115:5, 135:16; Jer. 10:5), implying that the power of speech is a defining quality of true divinity.”



Power-Filled Lessons for Leadership Educators by Paul Kaak, Ph.D.



Kaak, P. (2011). Power-filled Lessons for Leadership Educators from Paulo Freire, *Journal of Leadership Education*, 10 (2), 132-145.

Paulo Freire (1921-1997) was a Brazilian educator who empowered the poor via an approach to literacy training that encouraged responsibility through becoming aware of one's oppressors. Heavily influenced by Marxist theory Freire's writings have provided foundation for multicultural education, post-colonial thought, and the educational philosophy known as critical pedagogy. One goal of critical pedagogy is to expose the hidden curriculum present in all learning situations by bringing attention to the political assumptions and values inherent in educational processes. Whether or

not educators engage in dialogue about these philosophical concerns, many have found adopting and repurposing some of Freire's instructional approaches and methods very useful.

Paul Kaak, Ph.D., Associate Professor of Leadership, gathers ideals from Freire related to the teaching of leadership and emphasizes that one's approach to *teaching* leadership must align with one's *definition* of leadership. Kaak explains Freire's concern with the cultural oppression inherent in a "banking" model of education which views students as empty containers in which to deposit knowledge. In response, Freire advocates a problem-posing approach where learners are empowered by identifying the issues that affect them and creating action-

able solutions. Kaak proposes a Freirean leadership pedagogy suggesting that such an approach should promote awareness of how institutional models of leadership may be – ironically – a means of oppressing future leaders themselves and others they may lead; that leadership students can be legitimate contributors to the educational process; that the use of problem-posing methods in courses promotes the idea that students will use problem-posing in their work as leaders following the class; and finally, that a healthy perspective on authority must be modeled since authority (not authoritarianism) is absolutely necessary to education. Next Dr. Kaak addresses how all this can work out in practice and makes a helpful distinction between conducting classroom dialogues and discussions. The article closes with recommendations on how readers can learn more about Freirean pedagogy, an invitation to become actively engaged in responding to the causes of oppression, and an extensive listing of resources on the topic.—
Roger White



“Kaak...gathers ideals from Freire related to the teaching of leadership and emphasizes that one's approach to teaching Leadership must align with one's definition of Leadership.”



Mission:



Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.

Office of Sponsored Research & Grants Mission Statement:

Our purpose is to support Azusa Pacific University's mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.



From Left to right:
Abbylin Sellers @
asellers@apu.edu.
626.815.6000 x 3344 ,
Research & Grants
Specialist;
Carole Lambert @
clambert@apu.edu .
626.815.2085,
Director of Research;
Lou Hughes @
loughes@apu.edu.
626.815.6000 x 3343,
Director of Sponsored
Research & Grants;
Susan Ferrante @
sferrante@apu.edu.
626.815.2082, Admin-
istrative Assistant;
Kevin Huang @
Shuang@apu.edu.
626.815.6000 x 6505,
Director of Under-
graduate Research.

