

Letter from the Editor

American Scholars Press is pleased to bring you the Spring 2022 edition of the International Forum of Teaching and Study. As our world's peoples are drawn together over grave safety and economic concerns ---on all sides--- during this moment of transformative geopolitical happenings unfolding on the Eurasian Plate, I cannot help but recognize the possibilities for global collaboration this very world's population *could* embrace and pursue *by means of education*. As we saw expressed in the articles in our Autumn 2021 IFOTS edition, there is such a great need for cross-cultural understanding and sharing of our needs and goals as humans within our global economic and ecological environment. As educators and lifelong learners perhaps we, more than others, recognize the value and responsibility of educating youths and adults around the globe based on critically examined values toward win-win goals.

Toward such ends, IFOTS has again gathered a selection of articles from scholars, students, and teachers in a variety of formats. From the heart of urban Chicago to a metropolitan university in Taiwan, these authors share their research and experiences with the sort of authenticity that makes one take note of their insights. And, as is typical of our international journal, their writing speaks loudly of the interdependent need in our world to learn with one another. As the articles were blind-reviewed individually by our knowledgeable and dedicated education professionals (Kudos to our IFOTS reviewers), their selections of the proposed submission resulted in a cluster of topics, quite serendipitously meeting at the thematic intersection of collaborative and interdependence in teaching and learning. Hence, the array of articles presented in this edition of IFOTS calls out issues of social disenfranchisement, highlights personal empowerment, cross-cultural relationship building, and focuses on the roles of educators and students in professional development and sharing of experiences.

In two contributions, we hear of the experiences in the pursuit of education from educators who are Black and Latina. A Black male challenges the deficit-framed practices in education and the role into which Black male teachers are pushed by having to enforce the social control of Black youth. The Latina in a leadership position at a community college developed and implemented culturally grounded leadership strategies to create an inclusive and equitable learning environment for adults because of her rocky journey as an adult learner. Both arrived at a deep commitment to advocacy for students in their praxis, seeking to uplift youth and adults alike in empowering themselves and communities by means of education. Our Taiwanese colleague, grounded in the value of interdependence, links the theory of transformative learning with developing intercultural effectiveness, showing a path of strategies and methods for developing such competences. Collaboration is signified by two women in the STEM field in the description of their teacher training program they piloted between their university and a local school district in the subject area of science education in elementary schools. With the same attitude of sharing good practices, we find the article on sound instructional methods and techniques for scaffolding freshmen writers at university provide sufficient details to replicate the approach. A lifelong learner, a Black colleague addresses the equity gap and calls on education institutions to be the leader in the change needed during and after the pandemic. He presents an in-depth look at learning environments in Career and Technical Education programs offered in community colleges.

Overall, beyond the worthy information and insights by these constructive contributions you find in our spring edition, each article is also testimony to the value of education; that is because the authors' purpose is to serve the needs of teachers and learners and engage stakeholders in collaborative problem-posing and design of solutions. Allow me to add that we in the field of education ought to be held to a high standard of accountability for doing our job well. In this edition of IFOTS, we gain information as much as we experience the connections among educators which we can foment when we share our knowledge authentically for the good of all, absent of competition or proprietary considerations.

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