

Letter from the Editor

American Scholars Press is pleased to bring you the Autumn 2021 edition of the International Forum of Teaching and Study. In these waning days of summer here in the Western hemisphere, with the recent geo-political upheavals, and with nature's challenges around the globe, it is ever so much a time for recognizing the value of connecting with one another.

In this spirit, IFOTS presents a fitting array of articles and essays that, through the varied experiences of educators in the international learning and teaching realm, speaks to the importance of learning with one another. Educators have a responsibility for leading learners of all ages; and by leading I mean the sort of *leading forth* that the roots of the word education in its homonym of *educere* (i.e., *ēdūcō*) imply. This *leading forth* has many aspects to it, when teachers engage with students in the journey of learning in the context of shared purpose, content, and process. Commonly referred to as *transformational learning* à la Jack Mezirow's 1991 *Transformative Dimensions of Adult Learning*, this *leading forth* aims at perspective transformation that can be brought about in many teaching learning settings. Within the dimensions of psychological (i.e., changes in understanding of the self) and convictional (i.e., revision of belief systems), behavioral (i.e., changes in lifestyle) can result in action that has benefits for all. The advantages of sharing insights, practices, and perspectives from many education settings among generally disparate practitioners are found in the mutual support they constitute. IFOTS is called a *forum* for that reason: our contributors open the discourse to listen and hear, look and see what we are doing in a sort of loosely-knit learning community. Moreover, our forum intentionally invites a broad variety of writing across disciplines and stakeholders so that many voices can be amplified. From that, we may engage in local and global exchanges of experiences, on the ground or in virtual space.

Hence, the writing presented here, in a larger context sense, brings a variety of voices to this forum. In the following pages you will gain insights about mentoring that has had life-changing impact on individuals beyond gaining a degree when teachers are authentic leaders in the aforementioned sense. You will read about specific practices and theories for facilitating learning within technology-mediated discussion, such as psychodynamics. You will find strategies for bringing biology knowledge to novices within innovative pre-service teacher programs. You will learn about instructing secondary science preservice teachers across disciplinary perspectives for developing geospatial inquiry skills. You will find how dance events engage intergenerational groups in community and youth development and in the preservation and advancement of heritage, cultural vitality, and diversity. You will be challenged to follow the logical discourse on ethical decision-making about vaccination mandates. And you will be introduced to how one university adapted their instructional approaches to the Covid-19 induced challenges with flexibility in online lectures and tutoring for its EFL writing center.

We encourage you to contact our contributors for further exchanges as much as we hope this edition of IFOTS inspires you to start up a dialogue with colleagues in your respective settings or across them.

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