

Introduction: First Volume of the *Global Journal of Transformative Education*

Michael T. Ndemanu & Serafin M. Coronel-Molina, Editors in Chief

The *Global Journal of Transformative Education (GJTE)* is a newly founded open-source, peer-reviewed journal created to share research and practical applications related to transformative education in the entire spectrum of educational settings around the world. *GJTE* publishes scholarly research manuscripts, articles on teaching strategies, transformative teaching strategies, curriculum frameworks, and reviews of educational resources that support transformative teaching and learning in PK-20 institutions as well as in adult education programs.

The articles published in this inaugural issue of *GJTE* were presented at the World Conference on Transformative Education (WCTE) in Kakamega, Kenya in July 2018 under the theme, "Rethinking Curriculum, Pedagogy, and Research in Africa." All the papers underwent a blind review process prior to be considered for publication. WCTE was organized against the backdrop of outmoded education systems in Africa; that the systems are far removed from its socioeconomic and political realities; that they are the legacies of European colonial rules, thus they are antiquated and are not designed to solve African contemporary problems. Thus, there was a need for scholars, P-12 teachers and policymakers to meet and discuss ways to move away from educating children just for basic literacy and numeracy skills to providing them world-class education for competitive interconnected global economies. Such a bold move required a quasi-volte-face shift in how educators rethink the content of the curriculum,

school, teaching, learning, leadership, and research across Africa.

For readers to have an insightful grasp of the articles' contents in this inaugural issue, the editors of *GJTE* have chosen to provide succinct definitions and explanations of transformative education concept. Transformative education within the framework of this conference is defined as the act of re-conceptualizing the knowledge gained in school and through lived experiences and applying it in both academic and non-academic real-life multifaceted contexts. It entails instilling critical and autonomous thinking in learners in ways that help them to interpret new information independently and collaboratively rather than being mere recipients of knowledge and worldviews of others. According to National Science Foundation, "transformative research involves ideas, discoveries, or tools that radically change our understanding of an important existing scientific or engineering concept or educational practice or leads to the creation of a new paradigm or field of science, engineering, or education. Such research challenges current understanding or provides pathways to new frontiers" (2007, p. v). To transform Africa into a place of great political stability, economic opportunities, harmonious social order, rich in innovative technology and enviable inventions, policy makers and educators must be ready to shun a Victorian-Age education system which is already antiquated, and instead embrace creative, critical, problem-solving, and project-based instructional strategies which are catalysts to groundbreaking



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inventions, sound economic growth, and globally competitive workforce.

To this end, we introduce readers to a variety of articles whose contents are designed to disrupt and upend readers' thinking about education and share its potential for radical transformation of minds if the curriculum and pedagogy are methodically and effectively designed. The first article of this issue addresses the fundamental curriculum question, "What knowledge is worth knowing?" The rest addresses an overarching question dealing with the most effective instructional methods like, "What instructional methods of delivering the content to the content to learners is most effective in achieving transformative outcomes in learners?"

Teresia Mbogori and Winnie Mucherah in "Nutrition Transition in Africa: Consequences and Opportunities" discuss the ramifications of nutrition transition in Africa that is stemming from the Westernization of their African diets. In this article, they offer educational solutions through which the phenomenon of nutrition transition can be disrupted and a return to the consumption of whole grain diets and traditional vegetables embraced. In a nutshell, their article offers readers to rethink a food and nutrition curriculum in Africa.

In their second article, "Examining Child Development from an African Cultural Context," Winnie Mucherah and Teresia Mbogori, delve in to the importance of considering child development and his/her culture in an effective learning environment. In their article, they explore issues like indigenous language development, childbirth practices, self-esteem, and self-concept and how they impact African child's self-worth and identity development. All these factors are important in designing a curriculum and pedagogy that optimize learning outcomes.

In connection with optimizing learning outcomes, Tom McConnell, Joyce Parker, and Jan Eberhardt in "Problem-Based Learning for Responsive and Transformative Teacher Professional Development," discuss "a research-

tested model of Professional Development (PD) that uses the analytic framework of Problem-Based Learning (PBL) to support professional learning. Evidence suggests that PBL is effective in changing content knowledge and pedagogical practice. To teach content, facilitators engage teachers in learning activities designed using common PBL structures."

Still in line with pedagogy, Brian David Lozenski in "Constructing a dual-subjectivity: Understanding the intersection of Ethnic Studies and YPAR" examines "the outcomes of using participatory action research with youth (YPAR) as an entry point into Africana Studies. The author draws from empirical research and anecdotal narratives to document a program where youth of African descent in the US engage in Ethnic Studies through the lens of action research."

In the article, "Anthropological methods in curriculum instruction for learners in informal education for Abagusii of South Western Kenya," Gilbert Nyakundi Okebiro proposes indigenous instructional strategies for impacting knowledge to children in ways that lead to more transformative and effective education.

Antonette Lorraine McCaster's article, "Adult Education and Dialogue: Utilizing Project-Based Education as a Method to Provide Transformative Change in Both Students and Teachers" argues that both communication and motivation are primary drivers of transformational learning in adult education. She asserts that "combining project-based education with adult dialogue education provides a transformative method of education that encourages student-driven, collaborative project-based learning as well as opportunities for teachers to reflect upon their epistemology and pedagogy."

In "Inclusive Practice and Transformative Leadership Are Entwined: Lessons for Professional Development of School Leaders in Kenya," Rose Opiyo discusses the concept of transformative leadership in inclusive education for Learners with Special Needs as a broad approach to education that seeks to interrogate the inclusive leadership



skills of school leaders as they seek to address human diversity issues in their schools.

Invitation to Prospective Authors

We invite authors keen on transformative education from all walks of life to consider GJTE as an avenue for dissemination of their ideas germane to curriculum and teaching. GJTE accepts submissions for its Open Call, with no deadlines for submissions, and no publishing fees for authors. The journal's website includes Author Guidelines to help prospective authors with formatting specifications, and an online Submissions system to help with the submission, review and editing process. New authors are invited to register in the system. GJTE also invites readers to join our Editorial Board of Reviewers by selecting the "reviewer" role and indicating content expertise.

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