

Transformative Education for Innovative Educational Practices: Fourth Volume of the *Global Journal of Transformative Education*

Michael Ndemanu¹ and Serafín Coronel-Molina²

The *Global Journal of Transformative Education (GJTE)* is an open-source, peer-reviewed journal designed to share educational research and practical classroom applications germane to transformative education worldwide. *GJTE* publishes academic articles on high-impact practices in the broad areas of pedagogy, curriculum, educational management and leadership, learning environment, educational policy, instructional materials, and reviews of educational resources that support transformative teaching and learning in PK-20 institutions and in adult education programs. *GJTE* is focused on sharing educational research and research-based practices with all stakeholders in the design and implementation of transformative education. Articles are offered as resources for teacher educators, teachers, school leaders, policymakers, civil society, students, and researchers. Content may include research articles, lesson plan ideas, assessments and management strategies, book reviews, and discussions about curriculum and connections between schools and communities that are geared toward maximizing educational outcomes for learners. It is becoming increasingly clear that traditional educational models are no longer sufficient to benefit vast sectors of the world's population, hence the need for new transformative education models. It will take transformative research to light the way to these new educational paradigms.

A good number of the articles published in this fourth volume of *GJTE* were initially reviewed and accepted for presentation at the 2023 World Conference on Transformative Education (WCTE) at the University of Cape Coast, in Cape Coast, Ghana, under the theme, "The Future of Africa and the Role of Transformative Education." A call for papers was sent to conference

participants to submit their manuscripts to be considered for publication in the fourth volume of *GJTE*. All the submissions underwent a rigorous double-blind peer-reviewed process prior to being accepted for publication. Out of several manuscripts submitted, eight were found to meet the standards and rigors of transformative education ideals as enunciated on our website, www.gjte.education.

This volume is composed of nine articles that delve into transformative education from multiple perspectives. They focus on diverse topics such as professionalization of higher education programs, decolonization, communication competency, STEM teaching, and E-learning. The articles included in this volume cover the following five geographical locations: Cameroon, Ghana, Nigeria, South Africa, and the United States. The contributions are relevant to scholars, educators, practitioners, educational policymakers, graduate students, governmental and nongovernmental organizations, academic institutions, and grassroots organizations interested in transformative education across the globe.

The first article, titled "The Role of Ethics Education in the Fight Against Corruption," is authored by Ndiku et al. Their paper examines the place of ethics education in secondary school education to curb corruption in Africa. Guided by the Deontological Theory, the authors utilized secondary sources through document analysis where review of related literature on ethics education and corruption was done. The study argues that corruption is a major problem in society and concludes that there is need to fight corruption through ethics education at grassroot levels beginning with schools. It recommends that educators enhance the teaching of life skill education that fosters ethics. The second article,

Full listing of authors and contacts can be found at the end of this article.



Published by the Global Insitute of Transformative Education (<http://www.gjte.education>)

© Ndemanu & Coronel-Molina. 2024. **Open Access** This journal is distributed under the terms of the Creative Commons Attribution NonCommercial NonDerivative 4.0 International License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits unrestricted use, distribution, and reproduction without revision in any non-commercial medium, provided you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license,

“Market Orientation for a Contextualized Professionalization of Higher Education in Africa: State of Art” by Kamdjo et al. focuses on the concept of market orientation in higher education and how it can be used to achieve goals of contextualized professionalization of university programs. They argue that the implementation of a market-oriented culture can pave a way for higher education to offer a response adapted to the expectations of society through five points summarized as: orientation toward policymakers, enterprises orientation, competition orientation, teachers and students’ orientation, and inter-functional coordination. Contreras and Bedford co-authored the third article, titled “The Transformative Nature of Graduate Education.” This is a reflective paper on the transformative experience of a doctoral education. It explores Transformational Learning Theory in the real world, providing helpful strategies to apply the theory to the doctoral education experience to help doctoral students embrace their own transformation. In the third article, Kouam, in his contribution, titled “English as Foreign Language (EFL) Teaching and Learning in Cameroon: Decolonizing Francophone Teachers’ Minds,” argues that Francophone EFL (English as Foreign Language) teachers’ mindset needs to be decolonized so that they can teach the mainstream Cameroonian English to Cameroonian students without trying to sound British or American. His findings and recommendations also constitute a good material for innovation in EFL teacher education and classroom practice. Considering most African students learn in a language that is not their mother tongue, McGhie & Reis, in “Translations as a Transformative Form of Language Support to English Additional Language Speaking Students at a South African University,” conducted a pilot study on an innovative translation intervention to students in a historically Black university in South Africa. Their findings show that the translations in the students’ home languages assisted the students in comprehending the instructions and course content. In so doing, it levelled the playing field and enabled the students to perform optimally, resulting in an increased pass rate in the subject.

Strong and Amodei, in their article, “The Impact of Story: One Preschool’s Experience using Story Cubes as a Culturally Relevant Oral Language Strategy,” posit that

storytelling is a universal practice which can be traced back to the beginning of human existence. Their article describes a study conducted at a trilingual preschool. Four preschool teachers and 60 PreK students ages 3-5 years participated in the study designed to explore the use of story cubes in their classrooms as a culturally responsive and reflective strategy. In “The Transformative Development Potential of Higher Education in the 4th Industrial Revolution,” Bafon, et al. discuss the sustainability of socio-economic development of Cameroon which requires a robust national and regional innovation ecosystem in which higher education plays an important role in value and wealth creation. They assert that the transformative potential of higher education is evident through development of technological knowledge networks, innovation/knowledge clusters, and transformative digital governance in enhancing transformative learning. They recommend that higher education institutional leadership should consider these transformative development indicators as institutional benchmarks for higher education quality assurance, responsiveness assessments, and governance practices.

Amadiok et al. in their article, “Students’ Use Behaviors of E-Learning Management Systems in Ghanaian Public Universities: What Do the Demographics Say?,” advocate for an intense training for students who underutilize e-learning management systems. In their study, they found that social science majors and female students in Ghana’s public universities showed low use behavior of e-LMS. They recommended that female students, in particular, and social science students, in general, should undergo enhanced training on using the e-LMS platform. In “Transitioning Hands-On STEM Teacher Training in Ghana from an In-Person to Online Modality,” Hanson and Beem discuss how, during COVID-19, in-person training content was converted into videos and PowerPoint presentations accessed asynchronously together with synchronous Zoom sessions for discussions. Their findings show that teacher confidence and views about the feasibility of implementing hands-on activities increased with statistical significance and large effect size for both in-person and online training offerings. Hence, even with minimal technology, teachers across Africa could be trained online and experience meaningful learning.



Invitation to Prospective Authors

We invite authors keen on transformative education from all walks of life to consider *GJTE* as an avenue for disseminating 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 in their user profiles.

Acknowledgments

The Global Journal of Transformative Education (GJTE) is a singular publication venue. Despite the time and effort invested in the conceptualization, development, implementation, production, and publication of this fourth volume, we could not have done all this by ourselves. The publication of this volume is the result of the hard work and dedication of many people. First of

all, our profound gratitude goes to the *Global Institute for Transformative Education (GITE)* and its founding members for their sustained sponsorship to make this volume happen. We are deeply thankful to Tom J. McConnell, Managing Editor; Luis Eduardo Orozco, Assistant Managing Editor; and Isaac Galyon, Assistant Editor, who provided us with invaluable assistance in their respective roles, taking care of the daily operations of *GJTE*.

Our heartfelt thanks also go to the Assistant Editors, Christina Cooper and Emma Bonham for copy-editing the revised submissions. We are also grateful to our colleagues who serve on the Editorial Board of Reviewers, as well as to institutions, friends, colleagues, and social media networks from around the world for their help in publicizing the *GJTE* website and Facebook page widely.

Last but not least, we would like to thank all the contributors to this fourth volume for choosing *GJTE* to publish their work. Many thanks to IUScholarswork for hosting *GJTE's* website. Without the generous assistance and contribution of all these great people and institutions, *GJTE* would never have become a reality.

Authors

¹ Michael Ndemanu (mtndemanu@bsu.edu) is an Associate Professor in the Department of Educational Studies at Ball State University, Muncie, Indiana, USA.

² Serafin Coronel-Molina (scoronel@indiana.edu) is the Director of the Center for Latin American and Caribbean Studies and a Professor in the School of Education at Indiana University, Bloomington, Indiana, USA.

