

Editors' Introduction: A Collective *Currere*

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Welcome to *Transformative Dialogues'* first issue of 2020.

News and Notes from the Editorial Office:

- As many of you know, our office has gone through a period of transition when founding editor Balbir Gurm went on sabbatical in the Spring of 2019. The acting editor, Laura Cruz, put together a new editorial team consisting of Chas Brua (Associate Editor) and Jacob Kelley (Assistant Editor), who are responsible for the issue you are about to read.
- The editorial team also partnered with the KPU library to make all of the back issues of *Transformative Dialogues* available through our online system (OJS). This was the last step we needed to take before publishing the journal fully in OJS. This issue will be our first published entirely through the online system. You can now search for past, present, and future articles from *Transformative Dialogues* all in one place.

Editors' Introduction:

The majority of articles published in this issue were submitted before March, when the world changed for so many of us. It is interesting to note that even prior to the pandemic, our authors were already thinking about many of the topics that have risen to the fore during these unprecedented times.

Several pieces in this issue, for example, emphasize engaging in meaningful (dare we say transformative) dialogues between faculty and students. Karyn Miller's insightful essay

underscores the personal, professional, and institutional value of engaging with students. Jason Martens focuses on what he has experienced as a troublesome concept for his psychology students (differentiating theory) and provides useful guidelines for getting them across the threshold. Kathleen Rodenburg, Nicole Muscanell, and Suzanne Shaffer all discuss student-centered, indeed student-responsive, pedagogies, including strategies for redesigning teaching to maximize student learning.

Another common theme in this issue is *compassion* and *empathy*, which are cornerstones of the trauma-informed pedagogical model. E.D. Woodford, Rajeane Willis, and Laura Leslie, themselves doctoral students, combine their voices to conclude “in a world of diversity, whether we look at K-12, early childhood or even adult learning, it is important that education be reflective and inclusive of each learner no matter what definition of education is being used.” And Kimberly Wise reminds us, as instructors, to be mindful, not only of our students, but of ourselves.

If the previous articles enjoined us to talk and listen to our students, there are several articles that suggest we can push these boundaries even further. Yasmine Jassal, Stephanie Cawthon, and Sara Schley’s article, on partnering with students who have disabilities, describes an emerging practice with the potential to transform student-faculty relations for all students. While Olu Awosoga, Jeff Meadows, and Janice Newberry write about their team teaching experience, or how faculty learn from one another, their piece is also about breaking down disciplinary divides and embracing the promise of integrative teaching and learning.

In their contribution to this volume, Woodford, Willis, and Leslie employ a technique known as a *currere*, which is a reflective act that considers the past, present, and future of education simultaneously. As they describe it, a *currere* “allows us to reflect on the relationship of our academic experiences, our life and identity and how our these have shaped and allowed for the emergence of a social reconstruction.” In many ways, then, it could be said that this issue of *Transformative Dialogues* represents a collective *currere*, a reminder of where we were before the pandemic, an affirmation of the pedagogical approaches we are taking now, and an aspiration for how we might like to reimagine the future of teaching and learning in higher education.

We hope you enjoy reading it!