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EDITORIAL

The Way We Teach

Most college and graduate school professors are subject matter experts. They know their field, and they know how they were taught, and how they most enjoyed learning. Most professors do not, however, have training in the field of education. They are hired for the knowledge, or perhaps their ability to do research, but not necessarily for their ability as teachers, even though that is where most of their time may be spent.

This issue of *International Forum* looks at a topic which has experienced growing interest—the way we teach. Several journals have been started on the scholarship of teaching; many colleges have a Department of Teaching and Learning designed to support content area specialists; and more professors are publishing articles about teaching in their field. This is necessary, since teaching looks different in different disciplines, and there is a lot to be learned from professionals who teach in different fields.

The issue focuses on Asian concerns. Most of these themes, however, are also of interest elsewhere in the world. It begins with two more reflective articles on concerns about the nature of teaching and learning in Asia. Lee's opening piece discusses the concern of deep learning vs. surface learning. As an Asian professor trained outside of Asia, but with many years of teaching experience in the Asian context, his reflective essay provides valuable perspectives and insights on concerns of how to enrich the nature of learning that goes on in our classrooms. The practical essay by Thomas, which follows, suggests how to inspire richer and deeper classroom discussion in Thailand, where, as is typical in Asia, students are language learners, and unaccustomed to voicing dissension and participating actively in classroom activities.

The following pair of articles focus on data from the Philippines. The first, by Rizado and Vyhmeister, looks at college teachers' choices of teaching strategies—how they choose, what they choose, and what reasons they give for their choices. This is compared to the amount of training they have had in the field of education, and it is found that those with more training use a wider variety of strategies in their own teaching. Abordo and Gaikwad's study, which follows, looks at predictors of teaching style among high school teachers in a

metropolitan area in the Philippines. What are the correlations between beliefs and behavior? Do we know what it is that makes us teach the way we teach?

Kountur's article examines data from Indonesia about predictors of success in an MBA program. What factors matter more—background, such as where one studied, or whether one studied business at the college level? Or do prior grades, or surrogate measures of IQ, such as entrance exams, do better at predicting MBA performance?

Two articles are included in this issue relating to math teaching. Both carry the name Gaikwad—a husband and wife team. Both are math educators with long years of teaching experience, and with advanced degrees in the field of education which they combine with their training and experience in math to discuss better ways of teaching this very important area.

The final essay in this collection discusses the burden of the teacher to connect teaching with reality; content with the lives we live. Written by Fukofuka, a young educator who is currently both a student and a teacher, from the old world and the new, and educated in a content area and in the field of education, this essay challenges us to think about the reasons why we do what we do, and the ways in which we can do our work more effectively.

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