

Foreword

The discourse on leadership in education, particularly about educating adults, has become ever more relevant as our education classrooms have expanded into a global enterprise. *Handbook of Research on Andragogical Leadership in a Modern World* is more than a book; it is a mirror held up by practitioner-scholars for educationists to examine our praxes from a broad variety of vantage points. Framing a solid philosophy of education in our teaching and learning profession seems a logical first premise when we consider leadership. That such a leadership can be informed by time honored *andragogy* (Knowles, 1964; Henschke, 2008, 2011), of course, offers a rational approach to further insight and action on issues of education for adults in contemporary transnational and cross-cultural settings. Clearly, as professionals in our field, we ought to hold up a theoretical lens through which to evaluate the very learning models and design and delivery approaches we embrace.

In our profession, we live in a context wherein such grounding is harder to come by because we all too often remain at the abstract discourse level and do not share our actual experiences of teaching in our diverse environments. Grasping the principles of andragogy and applying these principles in our analysis, design, development, implementation, and evaluation of education programs are not often aligned parts within a whole practice. Moreover, we allow a medium, such as technology, for example, to drive decisions about our design and delivery of instruction. And may it be said that with the emerging media's bells and whistles, we have become enabled to more efficiently repeat the same ineffective instructional methods that have not served students well in the first place. Without a sound grounding in a philosophy and its correspondingly aligned teaching principles, we do not have a selection strategy to determine which medium lends itself best to which learning tasks. Particularly with the rapidly changing technology and wealth of *new and improved tools*, which are offered in the burgeoning marketplace of global eLearning, we may find ourselves at a loss to determine our functions, values, and responsibilities. Yet, we are called to make decisions for the delivery of instruction that meets the instructional intent *and* addresses the adult learners' needs. Hence, a philosophical grounding *and* a theoretical lens through which to evaluate our praxis seems fundamental. The authors in *Andragogical Leadership in a Modern World* bring us both.

Hailing from nine countries on five continents, we hear a chorus of voices of researchers and practitioners that share their thoughts on 21st Century leadership in education from culturally contextual and ideologically differentiated perspectives. These are themes that have been with many of us for some time (Strohschen & Elazier, 2007; Strohschen et al., 2008; Strohschen, 2011; Strohschen & Associates, 2016; Strohschen & Elazier, 2019). While critiques and nuanced interpretations of andragogy prevail in this book, there nonetheless is found harmony in the voices of chapter authors. Within these chapters, a *shared* vision pivots on the leading forth, the *educere* (Bass & Good, 2004) by educators of the kind

of knowledge, skills, and attitudes essential to adults in the modern world. We hear in each chapter that this *educere* ought to benefit teacher and learner when mutually facilitated within a humanist approach toward emancipation and empowerment *for and with* teachers and students. Perhaps prerequisites for such forward movement are critical thinking; or strong technology skills are key; or radical system change is the answer; or perhaps supporting the development of resilience and self-efficacy need be a part of the educating we do.

The authors bring us much to consider, compare, and contrast and with that, perhaps, shake up our dichotomizing views of leadership and philosophy; of content and delivery mode; of context and process. In our profession, we have, perhaps, managed to apply the very principles about educating adults that described our discipline in the first place as different from pedagogy. As such, the practice of humanist adult education for carefully and mindfully assessing each learner's need with respect to the learning goal, style, and setting preference is a timeless approach to ensure that diverse global learners are strengthened to meet the challenges of the present and the future. Toward such ends, *Handbook of Research on Andragogical Leadership in a Modern World* amplifies the voices of our chorus of colleagues around the world and beckons us to arrive at our own examined and informed praxis, a praxis which honors adult learners' experience, goals, and ability as we *lead forth* within our respective teaching and learning journeys.

Gabriele Strohschen
DePaul University, USA

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