EDITORIAL

PUTTING TEACHING LEARNING EXPERIENCES ON HIGHER PLANES IN AN EVER-CHANGING TECHNOLOGICAL WORLD

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The editors of Current Studies in Comparative Education, Science and Technology (CSCEST) are proud to present its 2022 Volume. From since its establishment in 2014, the International Society for Comparative Education, Science and Technology (ISCEST), has always favour the publishing of keynote and other significant papers from its conference proceedings, in the organisation's official journal, CSCEST. The 2022 International Annual conference is no exception. The scholarly tone set by the keynote presenters not only pointed to the need for a re-examination of teaching and learning activities, but also emphasised the practicality in striving to take educational practices to newer, more practical and higher levels. The main strands of the other paper presentations, directly and indirectly upheld this timely message.

In his keynote address *Education 4.0 for Industry 4.0: As Industry Changes, Education Must Change*, *Professor Joseph Ajienka* sees change as an imperative that education systems should embrace if education is to have any relevance in the Nigerian society. The emphasis on creativity, innovative and problem-solving skills was well placed particularly for the valuable contributions that they can make to job creation and sustainable development. And although generally, educators and researchers share these views (Kettler, Lamb and Dekelaita-Mullet, 2021; Thompson, 2017; Boaler, 2016), the need for direct focus and attention has never been more acute than in this ever-changing technological world. The other keynote presenters also underscore the value of science and technology in a nation's overall sustainable development. *Professor Ibibia Dabipi* promotes a hands-on and independent learning approach in the teaching of engineering and science (Paper to be published in the next volume). He used *The Wind Tunnell Design* example to show the practicality of this technique. *Professor David Turner* calls attention to the need "to re-think 'sustainability' in the light of the new science". *Professor Samuel John* adds some support to this position by noting that the full integration of technology into schools' curriculum will play a huge role in equipping learners for the evolving markets. *Professor Juliana Smith*, recognises the challenges and problems that permeate the teaching spaces, but considers it obligatory for learning institutions to adopt a transformative education approach if Education for Sustainable Development (ESD) is to become a reality. (Paper to be published in the next volume).

The focus on sustainability and sustainable education by conference participants is not misplaced. Soni (2022) advocates that sustainable education should be recognised "as a pivotal enabler to bringing about the transformative change needed

to address the environmental and related social challenges we face today". This stance reflects the views that are presented by *Stankovska, Ibraim*i and *Braha* in their paper *Education for Sustainable Development. Simos* too, explains the wisdom in sustaining robust training, educational initiatives and learning ecosystems. *Nwokocha's* paper compares Nigeria and Ghana's Education Ministries response to the Covid-19 crisis. Here too, issues relating to technology have plagued both education systems.

The articles in this volume offer much insight into the issues that educators face. Obviously, it is the responsibility of the gatekeepers of education to oversee the application and implementation of all sectors in the curriculum. But individual educators should also be proactive, engaging and forward-looking if they are to successfully maintain teaching learning experiences on a level that welcomes and accommodates technological changes and challenges in an ever-changing global space.

References

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