Editorial

Throughout history, the concept of teaching and learning had become a crucial dynamics of defining development and sustainability. In this Special Edition of the Journal of Educational and Social Research published by the Mediterranean Center for Educational and Social Research, a collection of selected papers mediated on some of those aspects of teaching and learning that determine development with special reference to the global south.

Providing a fascinating picture of the identities, bodies, citizenship, securitization and politics of education and policy analysis through culture, space and time, this richly illustrated volume explores the allure, context, depth, texture and variety of teaching, learning, change and other related indices of development. The volume is written by contributors who represent a cross-section of the field. It utilizes snapshot metaphors to focus on representative, construction and symbolic points in concurring to the global south landscape.

The entire of staff of International Association for Teaching and Learning; International Society for the Scientific Research and Mediterranean Center for Educational and Social Research were serviceable by copyediting the work, managing the graphic production with grace and aplomb. Special thanks go to the Provost, Management, Staff and Students of Federal College of Education (Technical), Omoku-Rivers State, Nigeria for providing the venue for the conference which led to the selection of papers that made this publication possible.

The mission throughout the long correspondences, discussions and meetings that preceded this publication was to produce a readable and highly insightful account to the contemporary debate on teaching, learning and change. No doubt we have succeeded to produce a publication that is essentially a reference material for the social scientist, educator and general reader.

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