

## *From the Editor*

Greetings!

Welcome to the second volume of *Didache: Faithful Teaching*. For those readers new to the journal, a more elaborate explanation appears at the end of this introduction. For those of you who are returning we welcome you to our next venture.

This edition is a mosaic of several projects. The primary project includes new articles written for the journal either to advance research or provide insight into educational practice. We are fortunate to have several excellent articles guiding us into the realm of postmodernism (a perennial issue on the global landscape), not only providing categories for understanding postmodernity but also discussing the implications of the views for teaching and learning. I offer many thanks to Dr. Spaulding and Dr. Oord, for providing valuable introductions (by the way, multiple “introductions,” seemed most appropriate for a postmodern review). Dr. Allder’s article is equally rigorous and should be of considerable interest to all our international educators who are trying to teach ministerial practice. Educators familiar with adult education theory will appreciate Bruce’s command of the literature. David McEwan’s treatment of postmodernism, written originally for an Australian ministry audience, includes both helpful insights into the “global” nature of postmodern thought and practical suggestions for preaching to a postmodern audience regardless of context.

The second project is a visit to a conference presented for Nazarene educators here in the United States this past summer, titled Faith, Learning and Living. While the conference celebrated the diverse disciplines now taught by Nazarenes, it also addressed some central concerns to all

educators. Fashioned in a Western setting, some of the material would appear culture bound to our international readership. Three presentations, however, are of particular interest. General Superintendent Jim Bond's address raises certain themes for reflection (particularly in the intersection of faith and teaching). The two other keynote presentations by Dr. Os Guinness and Dr. Martin Marty were not available as transcripts (though the presentations were recorded on audio and available). In lieu of the actual presentations we were fortunate enough to have two scholarly reviews provided by Dr. John Wesley Wright and Dr. Ron Benefiel. The hope is that these reviews will spark ongoing conversation on the subjects raised, indeed, both reviewers were asked to intentionally frame their material in such a way as to invite ongoing response/reflection. Audiotapes are available through Mount Vernon Nazarene College at \$3.00 each and may be ordered by sending an email to <sbalcom@mvnc.edu>.

Finally this edition takes up the continued exploration of globalism and global pedagogy. Two articles from our insights into educational practice raise key concerns. David Strawn provides an overview of the intricacies of student exchange while Schoffield Eversley explores the implications of a globally oriented educational strategy. We also have several book reviews targeted at the issue of globalism, including a three-volume set of writings generated by the Princeton Center of Theological Inquiry on just this issue and recently released by Trinity Press International. Of interest is that most of our reviewers come from international perspectives, giving new insights. Book reviews, by the way, do not follow one standard form & style. That may change in the future but for now I think hearing the "voice" of the reviewer is as important than a systematic approach to reviewing the text.

As always, we extend to you an opportunity to submit articles and book reviews for publication in *Didache*. Book reviews can be submitted directly to Diane LeClerc <dkleclerc@nnu.edu> or Ramon Sierra (including Spanish reviews) <rasierra@ctcinternet.cl>. Your participation from

around the world is deeply appreciated. For this to be an international project we need diverse representation. To encourage this participation we are attempting to publish more of the journal in Spanish. I would appreciate hearing from you if you are interested in becoming a translator as well as an author. My thanks to Ramon Sierra and Edgar Baldeon who gave generously of their time for the sake of their colleagues. Hopefully we will be able to expand this project in future editions.

Globalism has taken on new meaning in the United States, one that requires renewed efforts at understanding, collaboration and Christian hospitality. One hope of mine for the Christian church in the U.S. is that we will find resources of hope and courage from our friends around the world who are much more familiar with the pain and uncertainty of our time. We must learn from one another as we educate for the Kingdom of God. By God's grace, may it be so.

Grace & Peace,  
Dean G. Blevins, editor

By way of introduction, ***Didache: Faithful Teaching***, is an interdisciplinary academic journal offered on-line that explores the intersections of Christian conviction, culture and education for the Church of the Nazarene and other international Wesleyan communities in higher education. This new journalistic endeavor is a project of the [Resource Institute for International Education](#) (RIIE: Church of the Nazarene) designed to foster a conversation among our diverse international communities of higher learning, each seeking to educate in various academic disciplines but all guided by Christian conviction shaped through a Wesleyan heritage. With this international context in mind our editorial focus will be upon articles and resources that explore intersections between:

- an emphasis on Christian faith and practice,
- an awareness of cultural influences, and
- the exploration of educational practice and administration.

Intentionally our hope is to resource smaller communities around the globe who have little access to scholarly sources and who may find this journal helpful in shaping their education endeavors. We also hope to include research from quality scholars and educators from around the world who have little opportunity to publish in other settings. Ultimately the journal will include research articles, insights from the practice of teaching and learning, book & resource reviews, as well as opportunities for journal participants to discuss on-line (moderated) topics of interest.