CHIEF EDITOR'S FOREWORD

Africa, its situation and situatedness calls for a higher education teaching and learning agenda that aims at unleashing its potential in terms of its contribution to big debates and global agendas. For example, values such as respect, social justice and sustainability are promoted in most African thought and belief systems, both tacit and espoused. However, and sadly though, knowledge and knowledge arts in higher education is yet to recognise and vigorously tap into this rich African cultural capital to leverage the acquisition of academic capital. Further, in order to assuage learning challenges that confront African students, in a bid to achieve social justice, epistemological access and enable academic success, requires responsiveness of curriculum design, development and delivery to many teaching and learning challenges that have dogged the epistemologies imported from the global north. The *"African Perspectives of Research in Teaching and Learning"* journal considers higher education teaching and learning approaches that are grounded on the cultural, ideological and material realities and concerns of the African continent.

Thus, this journal takes a critical look at these geographic north and colonial knowledge arts, and gives voice to localised and context-specific ideas and practices about teaching and learning and their potential to enable, enrich and enhance learning. It provides exemplars of initiatives by academics around African ways of knowing and learning which do not only complement, but also offer alternative views about teaching and learning processes and models of instruction. The collection of strategies, lessons and innovations harnessed from empirical and theoretical studies in the articles of this journal provide substance on which to understand and appreciate African thought, and use it to foreground teaching and learning. It is in this space that teaching and learning practices imported from elsewhere are scrutinised of their worth, and those grounded in Africa are given a chance to make their way into the discourses about teaching and learning through peer reviews and acceptance as scholarly contributions. Thus, this issue provides a platform for scholars to reflect on the Scholarship of Teaching and Learning (SoTL) from the purview of higher education teaching and learning in Africa.

Prof Newman Wadesango
(Chief Editor-APORTAL)