The enthusiasm and excitement surrounding the debut of the *International Journal of Adult Vocational Education and Technology* (IJAVET) has been encouraging. I hope to generate a newly broadened, inviting, and inclusive discourse across adult education, vocational education (Career and Technical Education as its new name, CTE) and technology and interest groups from around the globe comprising the larger field of CTE and adult education. My hope is coming to fruition as I am publishing this very first issue of the journal by leading international scholars. Over the years, scholars and practitioners around me have complained about the lack of quality journals dealing with pertinent issues in CTE, adult education and technology. When scholars in CTE submit articles to journals in the field of adult education, their articles are rejected. Likewise, when scholars in adult education submit articles to journals in the field of CTE, their articles are rejected. Primary reason authors receive is that their articles do not fit the scope of those journals. Little do these journal editors realize that CTE encompasses adult education and vice versa. Parker (2010) wrote, “while the fields of adult learning and CTE began in isolated silos, as the fields emerged, their histories became entwined and technology had a profound influence in their growth and direction” (p. 215). Because of technology and other factors such as the major student population, CTE and adult education have become inseparable, just like Siamese twins. Taking into consideration the desires of my fellow researchers, practitioners and the inseparable fields coupled with technology, I presented my idea of creating an international journal of its kind to several publishers. All publishers welcomed my idea and expressed warm interest in helping me reach my goal of helping other fellow researchers and practitioners from around the globe. Finally, I selected IGI Global as the publisher, as IGI Global has the real capability of distributing journal articles among academic libraries worldwide. I was fortunate enough that I was able to recruit many first rate scholars from many research universities in the field to serve as associate editors and editorial board members. Without me having to introduce their work to our readers, I am positive they are all familiar with their outstanding scholarly work in the field of CTE and adult education. Their books
and journal articles are readily available from virtually every university library worldwide.

Therefore, I extend thanks to all the associate editors and editorial board members, many of whom have contributed foundational and nurturing ideas and work to the journal’s first volume and to *IJAVET*’s editorial and production team at IGI Global for helping me make this journal into reality.

My home university, California State University, Long Beach (CSULB), the largest in terms of student population among the 23 campuses in the CSU system in California, is a hybrid university, which means a teaching + research university. CSULB houses the largest department for adult learners on the West coast. We have the largest undergraduate and graduate CTE and adult education programs, where we serve the learning needs of several thousand mature learners. I hope to generate a journal like *IJAVET* to quench the learning thirst of our faculty and students in our own department here at CSULB, in addition to fostering an exchange of scholarly ideas among global researchers and practitioners. I want *IJAVET* to serve as a bridge leading our scholars in California to the world and vice versa. Only by doing so can we learn to grow intellectually!

As the pace of article submissions has hastened, it is possible to expand these communications into workshops and dialogues at research and practice sites around the world. Let me hear from you at vxwang@gmail.com.

**In This Issue**

The first article directs us to the connections of CTE and transformative learning. As a prominent scholar in the field of adult education, it was Cranton who has helped advance and promote the theory of transformative learning by her cutting-edge books. Cranton’s article explores how technical and vocational learning may spiral into transformative learning. With this as a foundation, her article explores how transformative learning can be fostered in adult vocational education.

The second article by the leading adult educator, King from Fordham University seeks to understand how to design distance learning courses which address the needs of their current and prospective students while upholding academic excellence and remaining feasible to develop. The aim of King’s article is to assist faculty in identifying how to envision, plan, design and facilitate online classes which will best address the many demands they have to satisfy.

The third article by associate dean Lynch and his associates addresses how globalization has influenced both organizational processes and employee training, creating an increased need for educated, skilled, and adaptable employees in the 21st century. They argue that training and development has become an integral part of most organizations’ efforts to develop and maintain competitive advantage, with an emphasis on creating learning organizations.

The fourth article by myself and my colleague, Mott, a recipient of the pres-
tigious Cyril O. Houle Scholars in Adult and Continuing Education award for 2001-2003, seeks to investigate the general instructional modes of adult educators in Southeast China and Northeast China. The goal is to show that adult education practice in one region can be different from another given its major different social/political forces.

The final article examines critical components of curriculum development for career and technical education (CTE) instructors in the United States. Although primarily driven by competency-based education, curriculum development in the United States is characterized by decentralization. As scholars and practitioners read this final piece, they will become familiar with the essential components of curriculum development used in the United States. It is by examining the practice of others that we improve our own.

Looking Forward

As the stream of creation and dissolution never stops, it is through understanding one another that we create ourselves, and it is by knowing ourselves that we can reach each other. If your scholarly articles do not fit the narrowly defined scopes of journals in either CTE or adult education, I invite you to share your research and understanding with our global academic community.

REFERENCES