

## From the Editorial Board

Welcome to the fourth volume of the *International Journal of Process Education*! This issue provides results from significant classroom research conducted within the context of Process Education philosophy as well as practical tools for practitioners. The topics include creativity, faculty professional development, and course development with a focus on instruments for measuring and achieving quality teaching and learning.

We begin the journal with four articles that discuss educational tools developed for measuring and achieving quality teaching and learning. Utschig, Newton, and Bryan discuss an instrument to measure the attributes represented in the profiles of a quality learner and a quality engineer. This work extends the usefulness of the profiles beyond a simple vision or goal, helping students by defining the critical characteristics they need to develop in order to become excellent learners and engineers. Burke, Ouellette, Miller, Leise, and Utschig examine the reliability of a newly developed version of the Academy of Process Educators' Writing Rubric. The new rubric is designed to measure both fundamental writing skills as well as depth of disciplinary knowledge. The research seeks to determine whether the design of this rubric allows for measurement by raters across different disciplines as well as for different writing purposes. A rubric is also the subject the work of McCormack, Williams, Noren, Beyerlein, Cordon, and Morgan. These authors discuss a general purpose quantitative problem-solving rubric intended to promote reflective practice of analytical problem solving and increase solution documentation while standardizing accreditation data across courses and programs. Finally, Beyerlein, Burke, and Hintze provide a set of three concept maps that conveys important collections customized for instructional staff, rather than learners, to help them better visualize their personal teaching and learning practices as well as promote a supportive culture.

The next two articles discuss improvements in the classroom. The shift in faculty behavior in the classroom over time is explored by Utschig, Moon, Bozzorg, and Todd. In particular, it discusses how faculty who are exposed to principles of universal design through professional development gain expertise and skill in addressing the needs of all learners, in particular those with disabilities. Change in student feedback over time provides the framework for Jones and Kilgore's discussion of a first-year course, based on the Process Education concept of the Learning-to-Learn Camps, for high-achieving freshmen entering into highly a competitive program. The article discusses how student feedback has changed over three years of implementation and what changes could be made to the course in the future.

In the final paper, El-Sayed and El-Sayed, discuss the concept of the creative realization process. By aligning Bloom's educational objectives with the realization process, we demonstrate why creativity requires certain levels of skills in all domains, including the psychomotor domain.

It is our hope that you will find these articles helpful in your own classroom practice and research. As always, we look forward for receiving your assessment of these articles and your research contributions.

Sincerely,

Drs. Jacqueline El-Sayed and Mohamed El-Sayed, Editorial Board, *International Journal of Process Education*