

## From the Editorial Board

Welcome to the seventh volume of the *International Journal of Process Education*. The Editorial Board continues our endeavor to create a community of practice encompassing scholars and educators dedicated to transforming higher education. The scholarship presented in this volume examines a wide range of issues faced within higher education. From exploring pedagogical practices in the classroom, student learning, self-growth and risk factors that may hinder both of these, describing a curriculum design process, to examining Process Education™ through a philosophical lens, this edition of the IJPE contains research from authors who have come together from different disciplines, organizational types and from all over the globe.

In our first article, *Between You and Me: A Comparison of Proximity Ethics and Process Education*, Hintze, Romann-Aas, and Aas introduce us to the fundamental concepts of proximity ethics. The authors delineate the extent to which this ethical model could be used by a Process Educator while explaining how this model corroborates some of the core principles and practices of Process Education.

Apple and Ellis explore five areas of a learner's performance enumerating 13 interrelated and interdependent components within these areas in their article *Learning How to Learn: Improving the Performance of Learning*. The authors note how improving one of these components within the learning process will help to improve other components.

Examining how leadership is internalized by students, faculty and Process Education practitioners is the focus of our third article, *Internalizing Principles of Transformational Global Leadership in a Graduate Education Course*. Kaya, Kaplan, Mutisya, and Beyerlein discuss the process that these stakeholders utilized and the key elements that led to graduate student knowledge construction and the emergence of a professional commitment to principles of global leadership. The authors provide key learning objects, a concept map for transformational leadership and a profile of a transformational global leader, which resulted from their examination of this course's outcomes.

In the article, *What is Self-Growth?*, Jain, Apple, and Ellis describe a model for improving an individual's self-growth. The authors enumerate ten key components that can enhance an individual's mindset and behavior to improve their process of self-growth.

Duncan and Gleason describe the process that was used to create a framework for curriculum that integrates complex abilities with the development of professional competence in our fourth article, *Knowledge, Abilities, Responsibilities: The Design of a Three-Dimensional Curriculum Framework for Modern Pharmacy Education*. The authors describe three methodologies that link their education intentions with the curricular content while walking the reader through the process of faculty buy-in to the curricular design.

## From the Editorial Board (continued)

Learning how students learn has been a focus for Pacific Crest for over 30 years. The progression of professional development activities that led to the development of the company's Learning to Learn Camp is the focus of Apple, Ellis and Hintze's article, *Learning-to-Learn Camps: Their History and Development*. The authors provide the detailed history behind the camp's evolution leading to its current design, focus and agenda.

In our seventh article, *A Multi-year Evaluation of the Flipped Format in a General Chemistry Course*, Taylor details the comparison between courses taught in a traditional format with courses taught in a flipped format. She analyzes student performance outcomes and qualitative measures of student preparation in both pedagogical methods.

Finally, Horton details twenty key factors that impact student learning and performance in our last article, *Identifying At-Risk Factors That Affect College Student Success*. Horton classifies these risk factors into the areas that are essential to student success: perseverance, academic mindset, learning strategies and social skills. Utilizing the literature, she examines each of the key factors in these areas, discusses how to recognize and address these risk factors to help students succeed.

It is our hope that you will enjoy reading the contributions to our newest issue as much as we enjoyed working with the authors to bring their research to fruition. We look forward to receiving your feedback as well as your future research contributions.

Sincerely,

Kathleen Burke

Chief Editor, *International Journal of Process Education*