

## From the Editorial Board

Welcome to the eighth volume of the *International Journal of Process Education*. As an Editorial Board, we endeavor to create a community of practice that encompasses scholars and educators dedicated to transforming higher education. The scholarship presented in this volume delineates the key concepts and tools within the scholarship of Process Education and examines a wide range of issues in academia including student perceptions of reading, curricular methods to meet future changes in Higher Education, and models for constructive alignment and a successful collegiate learner. The authors have come together from different disciplines and organizations and from all over the globe.

In our first article, **Major Topics in Process Education: A Directory of Scholarship and Tools**, Hintze and Beyerlein delineate 30 major topics aligned with the scholarship presented in the *Faculty Guidebook* and the *International Journal of Process Education*. The authors define and contextualize these topics, also noting the key tools that are associated with these topics. This article itself can serve as a tool to help guide readers to key research.

A mixed method approach is utilized by Lasley, Haas, and Pinto in our next article, **Examination of Undergraduates' Perception of the Purpose for Academic Reading**. The authors examine students' perception of their own reading ability and their purpose for complying with academic reading assignments, as well as their perception of their instructors' view of their reading ability and the purpose for academic reading. Additionally, the authors examine the alignment of their findings with the reading methodology.

El-Sayed presents the changing demographics and the challenges that Higher Education will need to meet in order to best serve the needs of future students in her article, **Community Building Through Participatory Curricula Transformation**. She uses a case study of curriculum transformation at Marygrove College to highlight how an institution can proceed through the transformation in curriculum while incorporating engaged decision-making and building community.

In the article, **Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement**, Jain and Utschig reflect on the findings of a study comparing outcomes from a traditionally-taught course with one utilizing a collaborative learning environment. Their reflection yielded a model of constructive alignment that incorporates principles and practices from Process Education.

Finally, Apple, Duncan and Ellis discuss the development of a Profile of a Quality Collegiate Learner (PQCL) in our last article, **Key Learner Characteristics for Academic Success**. The authors examined Process Education practice and the published literature to identify a list of common learner characteristics that lead to student success.

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The authors then classified the student success characteristics which comprise the PQCL into seven categories. The authors discuss the relationship between the characteristics in each of these categories, providing supporting evidence from the literature as well as student comments from previous Learning to Learn Camps.

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*