

## From the Editorial Board

Welcome to the ninth volume of the *International Journal of Process Education*. In this issue, we present an exciting collection of scholarship. The collaborative research presented in this volume ranges from scholarship examining classroom techniques to examinations of institutional culture.

In our first article, **Use of Reading Logs to Promote Learning to Learn in a Freshman Course**, Hurd, Beyerlein and Utschig analyze the use of reading logs with instructor feedback. The authors correlate students' levels of reading performance with their performance on course assignments and projects that were dependent upon critically thinking about the readings. The authors indicate that the use of the tool with instructor feedback increased student performance.

Graham and Burke examine the skills that students identify through their self-assessments in our second article, **Students' Perceived Areas for Improvement in an Online Learning Environment**. The authors utilize answers to a self-assessment tool to examine the affective and cognitive skills identified by the students as areas for improvement in an online learning environment. Additionally, a case study examines the timing of the transition from identification of improvement affective skills necessary to learning to only identifying cognitive skills.

Watts provides a thorough examination of the Learning Process Methodology in our third article, **The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design**. Watts correlates each of the steps of the Learning Process Methodology to models for instructional design as well as providing an in-depth discussion of each step.

In their article, **Impact of Higher Education Culture on Student Mindset and Success**, Apple, Jain, Beyerlein and Ellis utilize the fourteen cultural aspects as a theoretical framework to compare and contrast the culture of teaching and learning. The authors examine the fourteen aspects of a traditional culture within Higher Education as compared to a transformational culture through the lens of institutional values, faculty mindsets, practices and student mindsets.

Finally, in their article, **100 Best Practices for Teaching Learning to Learn and Self-Growth**, Sweeney, Apple and Ulbrich delineate the best practices for teaching and learning. While classifying the practices into eleven Process Education areas, the authors discuss and reference the key tools and practices that practitioners can utilize to will transform and empower students.

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 the 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*