

From the Editorial Board

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Welcome to the tenth volume of the *International Journal of Process Education*. In this issue, we present an exciting collection of collaborative research efforts of many Process Educators. Student learning is the main focus of this volume. From implementing a Learning to Learn camp to a revised version of the Classification of Learning Skills, promoting, measuring and documenting student learning will be explored in this issue.

Our first two articles relate to Learning to Learn Camps. Wenner, Soman, Stevenson, and Apple discuss the implementation, infrastructure and support necessary to begin a learning to learn camp at an institution by discussing their experiences at Grand Valley State University in **Building Institutional Support for a Recovery Course for Academically Dismissed Students**. The authors discuss, in detail, a recovery course developed from the Learning to Learn model that has been established at the institution to shed light on how an institute could be incorporated at other institutions. The second article, **Student Perceptions of Skill Acquisition in a Process Education Learning to Learn Camp**, Murray looks at the impact of a Learning to Learn camp on students' perceived skill acquisition. Nursing students who were in jeopardy of being academically dismissed from their program were invited to participate in a Learning to Learn camp to gain readmission. Successful students who gained readmission were interviewed about the skills they developed during the camp. Results indicated that the skills the students obtained are effective in empowering students to be independent, self-directed learners.

In our third article, **Employing a Rubric to Assess Learner Performance in Calculus and Differential Equations**, Kaplan examines student growth in learning across fourteen characteristics. He creates a baseline with a student self-evaluation across these characteristics at the beginning of the semester and compares the scores with a self-evaluation at the end of the semester in two types of mathematics courses.

Analyzing student learning growth is also the focus of the collaborative research paper, **Self-Growth Paper – An Assessment and Research Tool to Analyze Growth Outcomes**. Ellis, Apple, Leasure, Perkins, and Watts analyze students' self-growth papers and generalize their usage for different stakeholders. Additionally the authors describe how to incorporate the self-growth paper into the curriculum, how to generate and use evidence of growth indicated in the paper.

Our last article, **Classifying Learning Skills for Educational Enrichment**, is the product of the work of multiple Process Educators. The authors revisited and refined the 2007 version of the Classification of Learning Skills (CLS). The 2019 CLS identifies new processes and clusters as well as skills missing from the previous version. In addition to these refinements of the Affective, Cognitive and Social Domains, the new version includes skills for the Assessment and Evaluation of Quality. The authors also provide an example of using the 2019 CLS to design facilitation plans for a course.

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*