

## From the Editorial Board

Welcome to the twelfth volume of the *International Journal of Process Education*. In this issue, we present a collection of the collaborative research efforts of many Process Educators. Methodologies, frameworks growth and self-growth are discussed in this volume. From improving performance to increasing quality of life examining learning, growth, and self-growth will be explored in this issue.

In our first article, **Improving Performance Using the Performance Development Methodology**, Van Slyke, Utschig, and Apple discuss the steps for supporting learning and growth to develop performance capacity through a Performance Development Methodology. The methodology includes planning, performing, and then reviewing to generate performance improvement for the next opportunity. The performance development methodology plays a similar role for performance development as the learning performance methodology does for learning performance.

Learning to learn is the focus for Woodbridge, Ulbrich, Nelson, Apple, Ellis, Horton, and Leasure's article, **Conceptual Understanding Required to Implement a Learning to Learn Experience**. In this work, the authors clarify the key components of a learning to learn experience through an outline of the framework necessary for creating a successful learning to learn experience. Additionally, a concept map visually displays the interconnectedness of the key components.

The fifteen components that comprise growth capability are the focus of our third article **Modeling Growth Capability—What is it?** In this work, Hurd, Apple, Beyerlein, Ellis, Leasure, Leise, and Nelson provide an extensive discussion of these growth capability components along with related professional development activities.

The final three articles relate to self-growth. The 13 contributing components of self-growth capability that increase growth capability and raise self-growth consciousness is the focus of the multi-author paper, **Self-Growth Capability Components and Their Impact on Growth**. Apple, Leise, Ellis, Beyerlein, Leasure, Batchelor, Burke, Woodbridge, El-Sayed, Ulbrich, Duncan, Utschig, and Donald discuss the how these components elevate growth experiences into self-growth experiences, support the journey toward ideal self, and help individuals stay in their ideal zone of development. Dombi and Watts explore how self-growth process can be facilitated through a fuzzy cognitive map framework which models the relationship between these professional characteristics and risk factors in the article, **Modeling Self-Growth with Fuzzy Cognitive Maps**. Finally, King-Berry, Apple, Ellis and Leise outline a quality-of-life framework for self-growth through the identification of domains and dimensions in their article, **Developing a Quality of Life (QoL) Framework for Self-Growth**.

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*