

From the Editorial Board

Welcome to the thirteenth volume of the *International Journal of Process Education* in which we present a collection of Process Educator's collaborative research efforts. Within this volume we explore the psychological perspectives and functions within Process Education, are introduced to new methodologies, and develop a deeper understanding of the roles of coaching and performance mentoring.

An examination of the psychological perspectives behind Process Education is the focus of our first paper, **Nine Psychology Perspectives for Process Educators**. These psychological perspectives provide additional insights for identifying performance and growth opportunities. Additionally, these perspectives supply guidance for recognizing important characteristics of experiences and coherently aligning responses to them through reflective exploration of personal needs, values, mindsets, and aspirational ideals.

Our next two papers examine the roles of mentor and coach. Batchelor, Apple, Van Slyke, Leise, and Ellis compare and contrast the mentor and coach role in **Roles of Performance Mentoring and Self-Growth Coaching in Developing Human Capability**. The characteristics of mentoring and coaching are differentiated, and the integration of these roles is depicted. Process Education resources and strategies for best practices are presented for practitioners. The second of these two papers focuses on academic coaching. Leasure, Beyerlein, Forney, Gunther, and Patch discuss their creative synthesis of the research-based practices of educational coaching, Process Education concepts, and the seven principles of learning and persistence into a coaching method with the acronym ROCK-SOLID that includes nine essential steps in **Lessons from a Large Scale Implementation of Academic Coaching**.

Two new methodologies are the focus of our next two papers. In the first, **Developing Transferrable Knowledge Using the Methodology for Generalizing Knowledge**, Utschig, Apple, Ellis, and Leasure introduce the Methodology for Generalizing Knowledge as a process of turning it into working expertise which can then be transferred to new contexts. In the second paper, **An Insight Methodology to Guide Creation and Validation of Discoveries**, Leise, Dombi, and Apple discuss the Insight Methodology. While laying the context of types of insights, they introduce a seven-step process that guides the user to take an observation, use specific criteria at each of the seven steps, and convert it into a "tip" or guiding concept for future application.

Our final paper for this volume is the **Evolution of Six Functions in the History of the Process Education Framework**. In this work, Leise, Apple, Ellis and Beyerlein discuss the primary educational functions of knowing, learning, and learning to learn to include emphasis on the functions of self-regulation of performance, which is a key to the function of growth, and on the self-determination of life decisions as the essential characteristic of the function of self-growth. The enriched understanding of growth and self-growth as organizing constructs for the PE framework presents individuals, especially professionals, with new observations and insights about conceptualizing assessment and utilizing reflection to enhance quality of life along one's life journey.

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*